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LELAND·STANFORD·JVNIOR·VNIVERSI

MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

CORRESPONDENCE, FINANCIAL STATEMENTS, &c.

AND

REPORTS BY HER MAJESTY'S INSPECTORS OF SCHOOLS.

1855-6.

WITH APPENDIX.

LONDON:

PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,

PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

FOR HER MAJESTY'S STATIONERY OFFICE.

1856.

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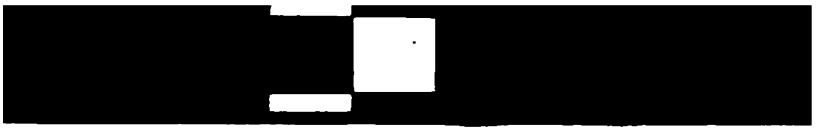
* The Table and Calendars appended to this volume are printed for the information of school managers, and are not presented to Parliament.



ORDERS IN COUNCIL.

CONSTITUTION OF EDUCATION DEPARTMENT.

Order of Her Majesty in Council, of the 25th of February 1856, *approving a Report of the Lords of the Council, recommending that the Department of Science and Art, now under the direction of the Board of Trade, be placed under the direction of the Education Department; that certain duties be assigned to the Education Department, in connexion with Endowed Charity Schools, and the Naval and Military Schools under the Admiralty and the War Department; and that the Board of Trade supervise the professional instruction in Navigation Schools connected with the Department of Science and Art.**

Council Office, 5 March 1856.

AT THE COURT AT BUCKINGHAM PALACE,

The 25th day of February 1856;

PRESENT—

THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL.

Whereas there was this day read at the Board a Report of the Lords of Her Majesty's Most Honorable Privy Council, dated the First day of February instant, in the words following, viz.:—

"The Lords of Your Majesty's Most Honorable Privy Council beg leave humbly to recommend to Your Majesty that the Education Establishments now attached to different Departments be united under one direction, and be represented in both Houses of Parliament; and for this purpose their Lordships beg leave humbly to recommend to Your Majesty—

* This Order was presented to both Houses of Parliament on the 6th of March 1856.

"1. That, for the future, the Establishment to be called the Education Department be placed under the Lord President of the Council, assisted by a Member of the Privy Council, who shall be the Vice-President of the Committee of the said Privy Council on Education, and shall act under the direction of the Lord President, and shall act for him in his absence.

"2. That the Education Department include the following Establishments, viz.:—

"*a.* The Education Establishment of the Privy Council Office.

"*b.* The Establishment for the encouragement of Science and Art, now under the direction of the Board of Trade and called the Department of Science and Art.

"That, until Your Majesty's pleasure be further signified, the said Establishments continue to conduct their several duties according to existing regulations, but that both Establishments be under the orders of the Lord President.

"Their Lordships further beg leave humbly to recommend that, in addition to the duties now discharged by the Education Establishment of the Privy Council Office, and by the Department of Science and Art, the Education Department, for the future, be charged with the following duties, viz.:—

"*a.* To report on such questions concerning education as may be referred to the Department by the Charity Commissioners for England and Wales.

"*b.* To inspect the Greenwich Hospital Schools, the Royal Dockyard Schools, and the Schools of the Royal Marines; and to report thereon to the Lords Commissioners of the Admiralty.

"*c.* To inspect the Regimental Schools in the United Kingdom, and the Establishment for training Regimental Schoolmasters at Chelsea; and to report thereon to the Secretary of State for the War Department.

"Their Lordships further beg leave humbly to recommend that the Board of Trade be charged with the duty of examining, from time to time, into the instruction in nautical science given in the Navigation Schools connected with the Department of Science and Art; and that, as respects examinations in nautical science and the course of professional instruction pursued in the said schools, the Education Department refer, for advice and assistance, to the Board of Trade."

Her Majesty, having taken the said Report into consideration, was pleased, by and with the advice of Her Privy Council, to approve thereof, and of the recommendations therein contained. And Her Majesty was further pleased to order that the Lord President do cause the necessary steps to be taken herein accordingly; and that his Lordship do report thereon to Her Majesty, for such further orders as may be requisite.

(Signed) WM. L. BATHURST.

APPOINTMENTS OF INSPECTORS OF SCHOOLS.

(Copied from London Gazette of Friday, June 8, 1855.)

At the Court at Buckingham Palace, the 6th day of June 1855;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *William Wilberforce Howard*, M.A., Fellow of Sidney Sussex College, Cambridge, to be one of Her Majesty's Assistant Inspectors of Schools.

(Copied from London Gazette of Friday, June 29, 1855.)

At the Court at Buckingham Palace, the 26th day of June 1855;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *Alexander Ronald Grant*, M.A., Fellow and Assistant Tutor of Trinity College, Cambridge, to be one of Her Majesty's Assistant Inspectors of Schools.

(Copied from London Gazette of Tuesday, July 24, 1855.)

At the Court at Osborne House, Isle of Wight, the 21st day of July 1855 ;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *Frederick Temple*, M.A., to be one of Her Majesty's Inspectors of Schools in the room of the Reverend Canon Moseley, resigned.

(Copied from London Gazette of Friday, February 1, 1856.)

At the Court at Buckingham Palace, the 30th day of January 1856 ;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *George Robinson Moncreiff*, M.A., to be one of Her Majesty's Inspectors of Schools.

MINUTES.

VOLUNTARY ASSESSMENTS.

At the Council Chamber, Whitehall, the 14th day of July 1855.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships having considered the Minute of the 2nd of April 1853, *for promoting voluntary assessments towards the expense of building schools in rural districts,*

Resolved—To extend the application of that Minute, as explained by the circular of 20 August 1853, to all parts (urban as well as rural) of Great Britain.

QUEEN'S SCHOLARS.

At the Council Chamber, Whitehall, the 14th day of July 1855.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

Resolved,—(1.) That, from and after the 1st of January 1856, the payment to be allowed for all Queen's scholars be uniform, viz., 23*l.* in the case of males, and 17*l.* in the case of females.

(2.) That, in consideration of this payment, the Normal Colleges, on admitting any Queen's scholar, be understood to agree thereby to provide tuition, board, lodging, washing, and medical attendance, for such Queen's scholar, without any further charge.

(3.) That, to Queen's scholars of the first class, there be allowed the following personal payments, in aid of their travelling and private expenses, and of the purchase of books :—

	First Year.	Second Year.
Males - - -	£4	£6
Females - - -	£3	£4

(4.) That these personal payments be made by half-yearly instalments, in post-office orders, to the Queen's scholars themselves; the first half-yearly payment to be made at Lady-day, and the second at Michaelmas, in each year.

(5.) That the personal payments be made to depend, like the rest of the exhibition, upon quarterly certificates, by the Principal, of the Queen's scholar's good conduct, attainments, and skill in the pursuit of his (*or* her) profession.

Explanatory Circular addressed to Principals of Training Schools under inspection, relating to Minute, dated 14 July 1855, modifying scale of exhibition and mode of payment of Queen's Scholars.

Queen's scholars; alteration in scale and mode of payment.

Committee of Council on Education, Council Office,
Downing Street, 16 July 1855.

SIR,

I HAVE the honor to forward to you the enclosed copy of a Minute adopted by their Lordships on the 14th instant, whereby certain modifications are introduced in the mode of paying for the instruction of Queen's scholars in Normal colleges.

By the arrangement hitherto in force, a male Queen's scholar of the first class has had an exhibition of 25*l.* for his year's training, and a male Queen's scholar of the second class has had a similar exhibition of 20*l.*, from the Parliamentary fund.

The corresponding payments in the case of female Queen's scholars have been 16*l.* 13*s.* 4*d.*, and 13*l.* 6*s.* 8*d.*, or two-thirds of the sums allowed for males.

These exhibitions have been paid to the treasurers of the colleges; but it has been from the first announced by my Lords that every such sum was paid on each Queen's scholar's own account; so that, if the amount of the scholarship exceeded the amount of the fee charged by the college for admission, the treasurer was a debtor to the Queen's scholar for the difference.

My Lords are aware that the arrangements between Queen's scholars and the colleges upon this point have varied considerably, but the practical result in many instances has been that an average has been struck between the difference in value of the two classes of scholarship, by admitting exhibitioners of the first class without remission, and those of the second class without extra charge.

Under these circumstances, the pupil-teachers have had but little inducement to study during their apprenticeship for the higher class of exhibition; while the uncertainty of the demand to be made by the colleges on Queen's scholars of the second class has operated still more discouragingly.

With a view, therefore, to relieve the colleges from embarrassing accounts with individual Queen's scholars; to facilitate the admission (so far as payment is concerned) of all Queen's scholars; and to afford a direct personal motive for exertion on the part of the candidates to get into the first class; my Lords have determined, as you will see by the enclosed Minute,* to make one uniform allowance to the college for all Queen's scholars, whether of the first or second class, but, at the same time, to distinguish the first class from the second by direct payment to the individual Queen's scholar.

In fixing the uniform payment, my Lords have been guided by Mr. Moseley's returns, from which it appears that the average fee charged in thirteen of the colleges for males is rather more than 22*l.*; while Mr. Cook informs their Lordships that the lowest fee charged in the college for females under his inspection is 17*l.*

My Lords do not wish the amount of the Government exhibition to interfere with the amount of the fee charged by each college to other students for admission; be it more or be it less than 23*l.* The Queen's scholars are not to be subject to any demand over and above this sum; but neither are they to be entitled to claim the return of any part of it.

---

* Minute dated 14 July 1855.

The managers of training schools will continue, as before, to determine by their own voluntary act what Queen's scholars they will admit from among those who have passed the prescribed examination.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

To the Principal of the ——— Training School.

CAPITATION GRANTS.

At the Council Chamber, Whitehall, the 26th day of January 1856.*

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships, having considered the Minute of 2 April 1853, "for the support [*by Capitation Grants*] of Schools in the agricultural districts and unincorporated towns (*not containing more than* 5,000 *inhabitants*) of England and Wales,"—

Resolved—To extend the application of that Minute, as explained by the Circular to Her Majesty's Inspectors of Schools dated 20 August 1853, and by the second resolution in the Minute dated 29 April 1854, to all parts (*urban as well as rural*) of England and Wales.

---

* This Minute was presented to both Houses of Parliament on the 1st of April 1856.

CORRESPONDENCE.

TEACHERS OF SCHOOLS ANNUALLY AIDED.

(No. 1.)

Circular addressed to Her Majesty's Inspectors of Schools, on effect of Minutes requiring that all Teachers of Schools receiving annual aid from Parliamentary Grants for Education either hold "Certificates of Merit" or be registered as competent.

Committee of Council on Education, Council Office,
Downing Street, 10 May 1855.

SIR,

Teachers of schools annually aided to be either certificated or registered.

I AM directed by the Committee of Council on Education to bring under your notice, in a connected form, the results of the regulations requiring that the teacher of every school in receipt of annual grants from the Parliamentary fund be either registered or certificated.

I. By the Minute of 10 December 1851,* a pupil-teacher who passes direct from apprenticeship to the charge of a school cannot be either certificated or registered without a certain delay, inasmuch as such a teacher has neither the standing required for a certificate, nor the age required for registration.

A school confided to an ex-apprentice, under such circumstances, would be disqualified during three years for the engagement or assignment of apprentices to the teacher, and for obtaining capitation grants.

This is a point which you should be at some pains to explain to the managers of schools, and to pupil-teachers in the last year of their apprenticeship, so as to encourage the proper completion of the professional training, either by a Queen's scholarship in some Normal college, or by an assistantship under a certificated teacher (Minute of 23 July 1852, *ad finem*), or by both processes (Minute of 20 August 1853, section 7).

There is no real hardship in this rule. Young people, only eighteen or nineteen years old, with no other preparation than a common apprenticeship, are not qualified to do justice either to their schools or to themselves as masters and mistresses.

II. In all cases where application is made to the Committee of Council for the extension of annual grants to a school not previously in receipt of them, or for the assignment of apprentices, the teacher being neither registered nor certificated, a reply will henceforth be sent according to the annexed form.

III. Many of the teachers who present themselves for registration might obtain certificates, if examined upon the papers proposed at the training schools. You will carefully notice the privilege† accorded at those examinations to teachers over thirty-five years of age. There are many reasons which render it undesirable to identify registration with failure to obtain a certificate, and, therefore, attendance at the training school examinations should not be made the only means of becoming registered. At the same time such of the candidates for a certificate as are qualified by age for registration will always in future be registered, although they may not have obtained marks enough for a certificate, provided they have worked respectably the papers required for registration. Those papers are:—

1. Scripture, Catechism, Liturgy (in schools connected with the Church of England).
2. English history.
3. Geography.
4. Arithmetic (including vulgar and decimal fractions).
5. English grammar and composition.
6. The theory and practice of teaching.

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* Minutes of 1852–3, vol. i., p. 9. † Minutes of 1854–5, p. 107.

ORDERS IN COUNCIL.

CONSTITUTION OF EDUCATION DEPARTMENT.

Order of Her Majesty in Council, of the 25th of February 1856, *approving a Report of the Lords of the Council, recommending that the Department of Science and Art, now under the direction of the Board of Trade, be placed under the direction of the Education Department; that certain duties be assigned to the Education Department, in connexion with Endowed Charity Schools, and the Naval and Military Schools under the Admiralty and the War Department; and that the Board of Trade supervise the professional instruction in Navigation Schools connected with the Department of Science and Art.**

Council Office, 5 March 1856.

AT THE COURT AT BUCKINGHAM PALACE,

The 25th day of February 1856;

PRESENT—

THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL.

Whereas there was this day read at the Board a Report of the Lords of Her Majesty's Most Honorable Privy Council, dated the First day of February instant, in the words following, viz.:—

"The Lords of Your Majesty's Most Honorable Privy Council beg leave humbly to recommend to Your Majesty that the Education Establishments now attached to different Departments be united under one direction, and be represented in both Houses of Parliament; and for this purpose their Lordships beg leave humbly to recommend to Your Majesty—

* This Order was presented to both Houses of Parliament on the 6th of March 1856.

"1. That, for the future, the Establishment to be called the Education Department be placed under the Lord President of the Council, assisted by a Member of the Privy Council, who shall be the Vice-President of the Committee of the said Privy Council on Education, and shall act under the direction of the Lord President, and shall act for him in his absence.

"2. That the Education Department include the following Establishments, viz.:—

"*a.* The Education Establishment of the Privy Council Office.

"*b.* The Establishment for the encouragement of Science and Art, now under the direction of the Board of Trade and called the Department of Science and Art.

"That, until Your Majesty's pleasure be further signified, the said Establishments continue to conduct their several duties according to existing regulations, but that both Establishments be under the orders of the Lord President.

"Their Lordships further beg leave humbly to recommend that, in addition to the duties now discharged by the Education Establishment of the Privy Council Office, and by the Department of Science and Art, the Education Department, for the future, be charged with the following duties, viz.:—

"*a.* To report on such questions concerning education as may be referred to the Department by the Charity Commissioners for England and Wales.

"*b.* To inspect the Greenwich Hospital Schools, the Royal Dockyard Schools, and the Schools of the Royal Marines; and to report thereon to the Lords Commissioners of the Admiralty.

"*c.* To inspect the Regimental Schools in the United Kingdom, and the Establishment for training Regimental Schoolmasters at Chelsea; and to report thereon to the Secretary of State for the War Department.

"Their Lordships further beg leave humbly to recommend that the Board of Trade be charged with the duty of examining, from time to time, into the instruction in nautical science given in the Navigation Schools connected with the Department of Science and Art; and that, as respects examinations in nautical science and the course of professional instruction pursued in the said schools, the Education Department refer, for advice and assistance, to the Board of Trade."

Her Majesty, having taken the said Report into consideration, was pleased, by and with the advice of Her Privy Council, to approve thereof, and of the recommendations therein contained. And Her Majesty was further pleased to order that the Lord President do cause the necessary steps to be taken herein accordingly; and that his Lordship do report thereon to Her Majesty, for such further orders as may be requisite.

(Signed) WM. L. BATHURST.

APPOINTMENTS OF INSPECTORS OF SCHOOLS.

(Copied from London Gazette of Friday, June 8, 1855.)

At the Court at Buckingham Palace, the 6th day of June 1855;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *William Wilberforce Howard*, M.A., Fellow of Sidney Sussex College, Cambridge, to be one of Her Majesty's Assistant Inspectors of Schools.

(Copied from London Gazette of Friday, June 29, 1855.)

At the Court at Buckingham Palace, the 26th day of June 1855;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *Alexander Ronald Grant*, M.A., Fellow and Assistant Tutor of Trinity College, Cambridge, to be one of Her Majesty's Assistant Inspectors of Schools.

(Copied from London Gazette of Tuesday, July 24, 1855.)

At the Court at Osborne House, Isle of Wight, the 21st day of July 1855 ;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *Frederick Temple*, M.A., to be one of Her Majesty's Inspectors of Schools in the room of the Reverend Canon Moseley, resigned.

(Copied from London Gazette of Friday, February 1, 1856.)

At the Court at Buckingham Palace, the 30th day of January 1856 ;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *George Robinson Moncreiff*, M.A., to be one of Her Majesty's Inspectors of Schools.

VOLUNTARY ASSESSMENTS.

At the Council Chamber, Whitehall, the 14th day of July 1855.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships having considered the Minute of the 2nd of April 1853, *for promoting voluntary assessments towards the expense of building schools in rural districts,*

Resolved—To extend the application of that Minute, as explained by the circular of 20 August 1853, to all parts (urban as well as rural) of Great Britain.

QUEEN'S SCHOLARS.

At the Council Chamber, Whitehall, the 14th day of July 1855.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

Resolved,—(1.) That, from and after the 1st of January 1856, the payment to be allowed for all Queen's scholars be uniform, viz., 23*l.* in the case of males, and 17*l.* in the case of females.

(2.) That, in consideration of this payment, the Normal Colleges, on admitting any Queen's scholar, be understood to agree thereby to provide tuition, board, lodging, washing, and medical attendance, for such Queen's scholar, without any further charge.

(3.) That, to Queen's scholars of the first class, there be allowed the following personal payments, in aid of their travelling and private expenses, and of the purchase of books:—

	First Year.	Second Year.
Males - - -	£4	£6
Females - - -	£3	£4

(4.) That these personal payments be made by half-yearly instalments, in post-office orders, to the Queen's scholars themselves; the first half-yearly payment to be made at Lady-day, and the second at Michaelmas, in each year.

(5.) That the personal payments be made to depend, like the rest of the exhibition, upon quarterly certificates, by the Principal, of the Queen's scholar's good conduct, attainments, and skill in the pursuit of his (*or* her) profession.

Explanatory Circular addressed to Principals of Training Schools under inspection, relating to Minute, dated 14 July 1855, modifying scale of exhibition and mode of payment of Queen's Scholars.

Queen's scholars; alteration in scale and mode of payment.

Committee of Council on Education, Council Office,
Downing Street, 16 July 1855.

SIR,

I HAVE the honor to forward to you the enclosed copy of a Minute adopted by their Lordships on the 14th instant, whereby certain modifications are introduced in the mode of paying for the instruction of Queen's scholars in Normal colleges.

By the arrangement hitherto in force, a male Queen's scholar of the first class has had an exhibition of 25*l.* for his year's training, and a male Queen's scholar of the second class has had a similar exhibition of 20*l.*, from the Parliamentary fund.

The corresponding payments in the case of female Queen's scholars have been 16*l.* 13*s.* 4*d.*, and 13*l.* 6*s.* 8*d.*, or two-thirds of the sums allowed for males.

These exhibitions have been paid to the treasurers of the colleges; but it has been from the first announced by my Lords that every such sum was paid on each Queen's scholar's own account; so that, if the amount of the scholarship exceeded the amount of the fee charged by the college for admission, the treasurer was a debtor to the Queen's scholar for the difference.

My Lords are aware that the arrangements between Queen's scholars and the colleges upon this point have varied considerably, but the practical result in many instances has been that an average has been struck between the difference in value of the two classes of scholarship, by admitting exhibitioners of the first class without remission, and those of the second class without extra charge.

Under these circumstances, the pupil-teachers have had but little inducement to study during their apprenticeship for the higher class of exhibition; while the uncertainty of the demand to be made by the colleges on Queen's scholars of the second class has operated still more discouragingly.

With a view, therefore, to relieve the colleges from embarrassing accounts with individual Queen's scholars; to facilitate the admission (so far as payment is concerned) of all Queen's scholars; and to afford a direct personal motive for exertion on the part of the candidates to get into the first class; my Lords have determined, as you will see by the enclosed Minute,* to make one uniform allowance to the college for all Queen's scholars, whether of the first or second class, but, at the same time, to distinguish the first class from the second by direct payment to the individual Queen's scholar.

In fixing the uniform payment, my Lords have been guided by Mr. Moseley's returns, from which it appears that the average fee charged in thirteen of the colleges for males is rather more than 22*l.*; while Mr. Cook informs their Lordships that the lowest fee charged in the college for females under his inspection is 17*l.*

My Lords do not wish the amount of the Government exhibition to interfere with the amount of the fee charged by each college to other students for admission; be it more or be it less than 23*l.* The Queen's scholars are not to be subject to any demand over and above this sum; but neither are they to be entitled to claim the return of any part of it.

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* Minute dated 14 July 1855.

The managers of training schools will continue, as before, to determine by their own voluntary act what Queen's scholars they will admit from among those who have passed the prescribed examination.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

To the Principal of the ——— Training School.

CAPITATION GRANTS.

At the Council Chamber, Whitehall, the 26th day of January 1856.*

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships, having considered the Minute of 2 April 1853, "for the support [*by Capitation Grants*] of Schools in the agricultural districts and unincorporated towns (*not containing more than* 5,000 *inhabitants*) of England and Wales,"—

Resolved—To extend the application of that Minute, as explained by the Circular to Her Majesty's Inspectors of Schools dated 20 August 1853, and by the second resolution in the Minute dated 29 April 1854, to all parts (*urban as well as rural*) of England and Wales.

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* This Minute was presented to both Houses of Parliament on the 1st of April 1856.

CORRESPONDENCE.

TEACHERS OF SCHOOLS ANNUALLY AIDED.

(No. 1.)

Circular addressed to Her Majesty's Inspectors of Schools, on effect of Minutes requiring that all Teachers of Schools receiving annual aid from Parliamentary Grants for Education either hold "Certificates of Merit" or be registered as competent.

Committee of Council on Education, Council Office,
Downing Street, 10 May 1855.

SIR,

Teachers of schools annually aided to be either certificated or registered.

I AM directed by the Committee of Council on Education to bring under your notice, in a connected form, the results of the regulations requiring that the teacher of every school in receipt of annual grants from the Parliamentary fund be either registered or certificated.

I. By the Minute of 10 December 1851,* a pupil-teacher who passes direct from apprenticeship to the charge of a school cannot be either certificated or registered without a certain delay, inasmuch as such a teacher has neither the standing required for a certificate, nor the age required for registration.

A school confided to an ex-apprentice, under such circumstances, would be disqualified during three years for the engagement or assignment of apprentices to the teacher, and for obtaining capitation grants.

This is a point which you should be at some pains to explain to the managers of schools, and to pupil-teachers in the last year of their apprenticeship, so as to encourage the proper completion of the professional training, either by a Queen's scholarship in some Normal college, or by an assistantship under a certificated teacher (Minute of 23 July 1852, *ad finem*), or by both processes (Minute of 20 August 1853, section 7).

There is no real hardship in this rule. Young people, only eighteen or nineteen years old, with no other preparation than a common apprenticeship, are not qualified to do justice either to their schools or to themselves as masters and mistresses.

II. In all cases where application is made to the Committee of Council for the extension of annual grants to a school not previously in receipt of them, or for the assignment of apprentices, the teacher being neither registered nor certificated, a reply will henceforth be sent according to the annexed form.

III. Many of the teachers who present themselves for registration might obtain certificates, if examined upon the papers proposed at the training schools. You will carefully notice the privilege† accorded at those examinations to teachers over thirty-five years of age. There are many reasons which render it undesirable to identify registration with failure to obtain a certificate, and, therefore, attendance at the training school examinations should not be made the only means of becoming registered. At the same time such of the candidates for a certificate as are qualified by age for registration will always in future be registered, although they may not have obtained marks enough for a certificate, provided they have worked respectably the papers required for registration. Those papers are:—

1. Scripture, Catechism, Liturgy (in schools connected with the Church of England).
2. English history.
3. Geography.
4. Arithmetic (including vulgar and decimal fractions).
5. English grammar and composition.
6. The theory and practice of teaching.

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* Minutes of 1852–3, vol. i., p. 9. † Minutes of 1854–5, p. 107.

In addition to which, masters who seek to be registered, not only for capitation grants, but also, for apprentices, must take *at least one* of the papers on Mechanics, Euclid, or Algebra.

Mistresses would in all cases be expected to perform the exercise in sewing.

Candidates qualified by age for registration, and attending the examinations for certificates, might, at their option, confine themselves to the papers just enumerated, or attempt others.

IV. With this explanation, my Lords would look to you for making such use of the opportunity left open to the managers for conferring with you (*See* Enclosure, Form No. XII.*e*) about the examination of the teacher, as to reduce the necessity for holding separate examinations at Easter within comparatively narrow limits.

It would be convenient to regard all these cases in the same light as pupil-teacher schools in respect of a collective examination; that is to say, you would regard the nearest training school as the natural centre, and December (*in Scotland—June*) as the natural time, for directing the teachers to assemble; but you would also fall back upon the separate Easter examination for all those cases in which either distance, or the unlikehood of obtaining a certificate, or other good reasons, might render attendance at the students' examination less proper.

You should always mention, in your Report X., what the teacher proposes to do about his examination, in order to facilitate an immediate decision of the payments depending; but the managers should at the same time be instructed to address a separate letter to the Secretary, in order both to record their own agreement to the proposal, and also to ensure a proper entry in the office registers.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To Her Majesty's Inspector of Schools, &c.

Form No. 12 *e*.

(*Enclosure referred to in foregoing Letter.*)

Committee of Council on Education, Council Office,
Downing Street, 185 .

Sir,

Teachers of schools annually aided to be either certificated or registered.

Adverting to ———, I am to remind you that, in order to entitle the above-named school to receive grants from the Parliamentary Fund [for *augmentation of the master's or mistress's salary, apprenticeship of pupil-teachers*, or *capitation grants*, as the case may be], the teacher must be examined either for a certificate of merit or for registration; and*———

You will learn the nature and conditions of the examination for certificates from the enclosed broad-sheet and syllabus.† Teachers who are qualified and desirous to be examined for certificates of merit must attend at one of the training colleges under inspection (*see list subjoined*), which are generally opened by the courtesy of the authorities to such teachers, being properly introduced, although they may never have been students.

The examination for the registration of teachers is explained in the last section of the enclosed copy of the Minute of 20 August 1853.‡

In order to be *examined for registration*, teachers must be more than thirty-five years of age; and, in order to be *examined for certificates*, they must fulfil *one* of the following conditions, viz.:—

1. They must have resided for one or more years as students in training colleges under inspection; *or*—

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* The state of the school, if requiring to be noticed.
† Minutes of 1854–5, pp. 17 and 107.
‡ Minutes of 1854–5, p. 13.

2. (Having been pupil-teachers) must, after completing their apprenticeship, have served for three years as principal or assistant teacher in elementary schools under inspection; *or*—
3. Must be upwards of twenty-two years of age, and must have obtained favourable reports upon schools under their charge by Her Majesty's Inspectors of Schools.

Their Lordships are prepared to receive any application which you may see fit to make, in pursuance of these instructions, for the examination of your teacher on the next occasion possible; or you may postpone it until you have had an opportunity of conferring with Her Majesty's Inspector on the occasion of his annual visit in ———— next.

If the Inspector's report at that time be generally favourable, my Lords will make such an award upon the case, as the circumstances may require, for the current year, irrespectively of the teacher's having been actually examined and passed, *subject, however,* to his doing so within the year following the Inspector's visit, *and on the understanding* that the provisional sanction will not be continued beyond the end of that year.

* Their Lordships have allowed a grant for the year ending ———— 185—; but this grant will not be renewed unless the conditions above specified be reported by Her Majesty's Inspector to have been fulfilled before the same date in the year 185—.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

List of Training Schools under Inspection

At which Pupil-teachers who have successfully completed their Apprenticeship may attend to be examined for Queen's Scholarships.

Training Schools for Masters only.

Name of Training School.	*Name and Address of Correspondent.*
1. Battersea (National Society's)	Rev. S. Clark, Battersea.
2. Caermarthen (National Society's)	Rev. W. Reed, Caermarthen.
3. Caernarvon (Church of England)	H. P. Manley, Esq., Caernarvon.
4. Chelsea, St. Mark's (National Society's)	Rev. D. Coleridge, Chelsea.
5. Chester (Diocesan)	Rev. A. Rigg, Chester.
6. Chichester (Diocesan)	Rev. M. Parrington, Chichester.
7. Culham (Oxford Diocesan)	Rev. A. R. Ashwell, Culham, Abingdon.
8. Durham (Diocesan)	Rev. J. G. Cromwell, Durham.
9. Exeter (Diocesan)	Rev. W. David, Training School, Exeter.
10. Hammersmith' St. Mary's (Roman Catholic).	Rev. J. M. Glenie, Brook Green House, Hammersmith.
11. Metropolitan (Church of England)	Rev. C. R. Alford, Highbury Park, Islington.
12. Saltley, near Birmingham, (Worcester Diocesan).	Rev. W. Gover, Saltley, Birmingham.
13. Winchester (Diocesan)	Rev. P. Jacob, Winchester.
14. York and Ripon (Diocesan)	Rev. H. G. Robinson, Training School, York.

Training schools under inspection.

Training Schools for Mistresses only.

15. Bishop's Stortford (Rochester Diocesan)	Rev. J. Menet, Hockerill, Bishop's Stortford.
16. Brighton (Chichester Diocesan)	Rev. H. Foster, 76 West Street, Brighton.
17. Bristol, Gloucester, and Oxford (Diocesan).	Rev. W. Smith, Fishponds, Bristol.
18. Derby (Lichfield Diocesan)	Rev. J. Latham, Little Eaton, Derby.
19. Gray's Inn Road (Home and Colonial School Society's).	J. S. Reynolds, Esq., Gray's Inn Road, Holborn.
20. St. Leonard's Roman Catholic)	T. Allies, Esq., 11 John Street, Adelphi, London.
21. Liverpool, at 74 Mount Pleasant (Roman Catholic).	
22. Norwich (Diocesan)	Rev. A. B. Power, Norwich.
23. Salisbury (Diocesan)	Rev. Precentor Heathcote, Salisbury.
24. Warrington (Chester Diocesan)	Rev. R. Greenall, Stretton, Warrington.
25. Whitelands (National Society's)	Rev. Harry Baber, Whitelands House, Chelsea.
26. York and Ripon (Diocesan)	Rev. E. J. Randolph, Dunnington, York.

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* It sometimes happens that the Inspector's report conveys the first notice of application for an annual grant from a school already under inspection. In such cases the two foregoing clauses of this form are to be cancelled, and this clause retained. If the inspection has not yet taken place, this clause is to be cancelled, and the two foregoing clauses to be retained.

Training Schools for both Masters and Mistresses.

27. BOROUGH ROAD (British and Foreign School Society's).	H. Dunn, Esq., Borough Road, Southwark.
28. CHELTENHAM (Church of England) -	Rev. C. H. Bromby, Cheltenham.
29. EDINBURGH, Castle-hill-terrace (Estab. Church).	S. S. Laurie, Esq., 22 Queen's Street, Edinburgh.
30. EDINBURGH, Moray House (Free Church)	W. Gray, Esq., 58 Frederick Street, Edinburgh.
31. GLASGOW, Dundas Vale (Estab. Church)	J. Douglas, Esq., Dundas Vale, Glasgow.
,, (Free Church) - - -	D. Stow, Esq., Free Church Normal School, Glasgow.
32. WESTMINSTER (Wesleyan) - -	Rev. J. Scott, Wesleyan Training School, Horseferry Road, Westminster.

CERTIFICATES OF MERIT.

(No. 2.)

Circular to Her Majesty's Inspectors of Schools, as to Rules for issuing Certificates of Merit to Schoolmasters and Schoolmistresses.

Committee of Council on Education, Council Office,
Downing Street, 26 November 1855.

SIR,

Rules for issuing certificates of merit to schoolmasters and schoolmistresses.

I AM directed to request you attention to Section XI. in the Minute of 20 August 1853,* and to the copies of revised forms of certificate for schoolmasters and schoolmistresses respectively (*Enclosures* No. 1 and 2, *infra*).

It is proposed to give effect to the probation indicated in the Minute by the following regulations:—

1. The Form of Report (No. X.) will be filled up, before it is issued to you from this office, so as to distinguish whether the teacher has *passed* the probationary period; *and, if not*, whether he [or she] *is in the first or second year of it* (*Enclosure* No. 3, *infra*).

In cases where no entry is made, the teacher may be understood to be *past* the period of probation, and to require only the same kind of report as is now made for payment of augmentation. Similarly,—

2. If the teacher is in the second year of probation, you will confine yourself to a careful report upon the school in the same form (No. X.) But,—

3. If the teacher is in the second year of probation, you will cause him [or her] to teach a class in your presence, and you will enter the results in the 8th page of the Form No. X.

The appropriate part of the certificate will be filled up in this office according to the return which you make in page 8 of No. X. (*Enclosure* No. 4, *infra*).

You will not have failed to notice that this regulation involves a change in the preceding practice. The page now printed as 8, in the Form No. X. (Report on School), is the same as page 4 in the Form No. XX. (Report on

* "The students in residence will be classed at the end of each year according to the result of the examinations passed by them, but will not be certificated. No certificate of merit as a teacher will, after the examinations in December 1853, be granted to the student of a training school until he shall have been for two years in charge of the same elementary school, and shall have been twice reported on as a teacher of it by Her Majesty's Inspector. Whether he is to be entitled to a certificate or not, and of what class, is to be determined by the tenor of those reports, and by the result of his examination previous to quitting the training school. If the first report be favourable, he will be paid for the first year on the scale of the lowest class. If the second report be favourable, his augmentation and class of certificate will be fixed for the next five years. After which interval, and so on from time to time, the certificate and augmentation will be open to revision, according to the character of the intermediate reports. The value of the certificate will not be fixed in the first instance higher than the first division of the third class for any student who shall have resided less than two years at a training school under inspection."—*Minutes of* 1854–5, p. 12.

Examination of Candidate). In other words, the candidates for a certificate have been called upon hitherto to perform *the exercise of teaching* in the Inspector's presence *at the time of the written examination.*

The objections to the value of the exercise under such circumstances as a conclusive test of practical power are too obvious to need to be recapitulated (Minutes of 1854–5, page 64). The exercise, however, when conducted under proper conditions, is of so important a character, that a time ought to come for formally accomplishing, and for permanently recording it; this time, their Lordships think, may be fixed the most properly at the end of the second year of probation, and in the candidate's own school.

4. The five entries for which room is left *at the foot* of the certificate, when completed, will afford ground for revising the certificate, pursuant to the Minutes of 1854–5, page 27.

As a general rule, *the year* for which the student has passed, and *the class* which he [or she] has obtained therein by examinations (see Minutes of 1854–5, page 952), will determine the *degree and division* of the first certificate to be issued at the end of the second year of probation.

The Inspector's recommendation, at the end of the second year of probation, will, as a general rule, turn upon such points as the following:—

A. B. *passed his examination* for the second year in the second class. Is he fit to be *certified as a teacher* in the middle division of the lower degree?

C. D. *passed her examination* for the first year in the first class. Is she fit to be *certified as a teacher* in the first division of the lower degree?

With regard to this part of your duty, I am to beg that you will peruse carefully the Minutes of 1854–5, page 23.

The only exceptional cases which can arise will be those in which it is a question whether,—

a. A student of the second year should be certified for the first time (not in the middle, but) in the upper degree? and,

b. In what degree a teacher, who, being above thirty-five years old, has passed in the first year's papers, should be certified for the first time. See passage marked red in the inclosed broad sheet,* and Minutes of 1854–5, page 957.

6. You will not fail to observe that while there are *three* degrees of certificates, the recognized period of training is *two* years, the addition of a third year being regarded as the exception, not the rule (Minutes of 1854–5, page 15 and page 31, paragraph 2).

My Lords do not intend to limit the possibility of obtaining certificates of the upper degree to those candidates who have been trained for a third year. The wish of the Committee of Council is that the upper certificates should be mainly regarded as the prize of good school-keeping; and their Lordships would require a very strong case indeed (such as high attainments, and great practical ability, exhibited in a school of the first importance for numbers, situation, and appliances of instruction), before they would consent to issue any certificate of the upper degree *immediately after the second year of probation.*

7. The case of teachers above thirty-five years of age is somewhat different. In respect of probation, they stand on the same footing as the rest, but the passage in the broad sheet crossed with blue ink † will oftener apply to them than to others.

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* "Teachers who have completed their thirty-fifth year may obtain the middle or upper class, although passing upon the first year's subjects."

† "Teachers engaged (without removal) in schools which for two years immediately preceding the examinations have been receiving annual grants, may be certified at once according to the next report of the Inspector without further probation."

So far as examination is concerned, the papers of the first year carry only the lower degree of certificate, but their Lordships do not wish to limit teachers, who have been examined after their thirty-fifth year, to this condition in rating them for the first time after probation.

If you are of opinion that a teacher of this age exhibits qualities which cannot find adequate expression in a written examination (such as manner, tact, patience, the power of conciliating affection and confidence, experience of life and human character, and the like) you may recommend the first certificate to be of *any degree not exceeding three divisions above that denoted by the examination; e. g.*,—

A. B., aged above thirty-five, passes in the *first* year's papers in the *third* division. He may receive his first certificate as high as the third division of the middle degree.

C. D., aged above thirty-five years, passes in the *first* year's papers in the *first* division. She may receive her first certificate as high as the first division of the middle degree.

My Lords expect you to use this margin with caution and discrimination, not on the ground of *age simply*, but on proof of the *practical fruits of age in improved school-keeping*.

Teachers above thirty-five years of age who pass on the second year's papers will not be distinguished from other candidates, except so far as that their age might weigh (*inter cætera*) towards obtaining the upper, instead of the middle, degree.

Students in training colleges will continue to perform an exercise in teaching in the course of their second year (Minutes of 1854–5, page 64), and the marks allowed for this exercise being carried to the account of the examination in the following December, will, in that manner, help to determine the standing of the students as teachers; but the result of this college exercise will not be entered on the certificates; the exercise to be so entered will be peformed at a later period, viz., in the schools of which the same students may be in actual charge as probationary teachers. The reports made upon the two exercises of teaching (at college and in school) will be compared, and if the latter should be less favourable, the entry may be suspended for further inquiry.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To Her Majesty's Inspectors of Schools.

Enclosure No. 1.

Schoolmasters' Certificate.

OF THE _____ *Division.*

ROYAL ARMS.

OF THE _____ *Degree of Merit.*

The Committee of the Privy Council on Education

Hereby Certify That _____
a Student in the _____ Training College, was examined in the month of _____ 18____ before one of Her Majesty's Inspectors of Schools according to the course of Study which answers to the _____ year of normal training.

The several written exercises performed by him on that occasion were marked as follows:

Religious Knowledge	- -	Arithmetic	- -
Reading	- - -	Algebra	- - -
Spelling	- - - -	Geometry	- - -
Penmanship	- - -	Higher Mathematics	-
Geography	- - - -	Physical Science	-
English Grammar and Composition	- - - -	Mechanics	- -
		Latin	- - -
British History	- - -	Drawing	- - -
Theory of Teaching	- -	Music	- - -

On a subsequent occasion, viz., in the month of _____ 18____, having been employed for _____ years in the _____ School, he was required to teach a class in the presence of Her Majesty's Inspector of Schools, who made the following Report upon his skill, as shown by that exercise:

_____

_____

_____

_____

_____ *H. M. Inspector.*

The Certificate, thus far, is limited to the proof of attainments and skill by examination. The Committee of Council are aware that there are other qualifications not less necessary to the success of a master in the management of an elementary school.

Their Lordships have, therefore, provided, as a means of encouragement to deserving Schoolmasters, that Her Majesty's Inspector shall, at the visits which he will annually make to the school conducted by the possessor of this Certificate, enter at its foot a brief account of the condition of the School during each of Five succeeding Years. A Schoolmaster of merit is thus enabled to accumulate evidence of his practical success.

Lord President of the Council.

First Year's Inspection (since the last recorded date) _____

_____

_____

_____ *H. M. Inspector.*

Second Year's Inspection _____

_____

_____

_____ *H. M. Inspector.*

Third Year's Inspection _____

_____

_____

_____ *H. M. Inspector.*

Fourth Year's Inspection _____

_____

_____

_____ *H. M. Inspector.*

Fifth Year's Inspection _____

_____

_____

_____ H. M. Inspector.

Enclosure No. 2.

Schoolmistresses' Certificate.

OF THE _____ *Division.*

ROYAL ARMS.

OF THE _____ *Degree of Merit.*

The Committee of the Privy Council on Education

Hereby Certify That _____ a Student in the _____ Training College, was examined in the month of _____ 18__ before one of Her Majesty's Inspectors of Schools according to the course of Study which answers to the _____ year of normal training.

The several written exercises performed by her on that occasion were marked as follows:

Religious Knowledge - -	Reading - - -
Arithmetic - - - -	Spelling - - -
English Grammar and Composition - - - -	Penmanship - -
	Domestic Economy -
Geography - - - -	Industrial Skill - -
British History - - -	Drawing - - -
Theory of Teaching - -	Music - - -

[The rest of the Certificate is the same as that for Masters.]

Enclosure 3 in No. 2.

Showing Entries (italics) made before issue of Forms to Inspector.

FORM X. INSPECTOR'S REPORT on the _____ School,

County of _____

Date at which visit is due _____

CERTIFICATED TEACHERS, to whom Grants are due.

	BOYS' SCHOOL.	GIRLS' SCHOOL.	INFANT SCHOOL.
Name - - - -			
Degree - - - -	Class | Division	Class | Division	Class | Division
Amount due - - -			
Copy of entry on Certificate of Merit.	*This is the first probationary inspection, under s. 11 of Minute of 20 August 1853.*	*This is the second probationary inspection under s. 11 of the Minute of 20 August 1853. Please to state the degree of Certificate recommended.*	*Teacher above 35 years of age. No probationary inspection.*
If the master or mistress has not yet received his or her Certificate of Merit, state if it should be forwarded.			
Is Augmentation recommended?			

B

Certificates of Merit.

17

(Enclosure 4 in No. 2.)

Copy of page 8 in the Form No. X. referred to in the preceding Letter.

REPORT upon INSTRUCTION of a CLASS [by Candidate in the presenc of the Inspector.

Candidate's health (apparent).
Height (apparent).
Physical strength (apparent).
Manner.
Energy as a teacher.

Reading (as part of Elocution).
Tone of voice.
Pronunciation.
Observance of stops.
Whether easily intelligible.

Skill in the art of keeping a class attentive and active.
Whether this is done without undue noise or harshness.

Lesson, whether communicated in a well-arranged order?
Whether fluent?
Whether simple?
Whether graphic?

Examination, whether animated?
Whether judicious?
Whether patient?
With what result as to the children's knowledge of the lesson?

Illustration, whether by drawing or otherwise?

General impression of the candidate's qualifications for the office c teacher, as well in respect of attainments and skill in imparting knowledg as of the influence which such a person may be expected to exercise in school for the poor.

Her Majesty's Inspector of School

PUPIL-TEACHERS.

(No. 3.)

Circular to Her Majesty's Inspectors of Schools, as to Conditions of Gratuities to Teachers for instruction of Apprentices.

Committee of Council on Education, Council Office,
Downing Street, 15 June 1855.

SIR,

I AM directed to enclose, for your information, a copy* of a notice which, after the 1st of July 1855, will be affixed to every indenture issued from this office for the apprenticeship of pupil-teachers. Conditions of gratuities for apprentices.

No change will be made in the practice regarding pupil-teachers apprenticed before that date. But, while good faith on the part of the Committee of Council requires the operation of the new rule to be so far limited, their Lordships wish you to omit no opportunity of enforcing a sense of the great injustice *which is constantly being done to apprentices*, through the interruption of their instruction, by the acts of managers and teachers.

. It is not uncommon to regard the apprentice in the same light as an ordinary scholar. Such, however, is not a true representation of the case. Between the teacher and the apprentice there is an express contract, and between the managers and the apprentice a contract implied or moral, into which the parties can enter or not at their own pleasure, but which, when entered into, no longer rests on the same voluntary basis (see Minutes of 1850–1, vol. i. p. xciii and xciv). Neither the teacher nor the managers contract any such *special* obligation to the other scholars of the school; and, therefore, arguments drawn from the voluntary character of their relations to these latter fail when applied to apprentices.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools.

GRANTS TO NIGHT SCHOOLS.

(No. 4.)

Memorandum dated 14 *August* 1855.

Bishops Hatfield Schools, Herts.

The Marquis of Salisbury calls, and, referring to Lord Robert Cecil's correspondence, states that there are at Hatfield two schools which it is proposed to unite; one, the Rectory day school for boys, under a certificated master; the other, an evening school for boys, which belongs to his Lordship, and consists of boys employed by him during the day in labouring on his estates, under the superintendence of a skilled labourer, and required as a condition of such employment to attend the evening school. That school is maintained by Lord Salisbury, and its master is paid by him. Augmentation of Salary to a second master who teaches in night school

It is now proposed that the master of the evening school shall also teach in the Rectory school during the afternoon of each day, and that the master of that school shall also teach in and superintend the evening school.

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* The teacher is requested to take notice, before executing this indenture, that the annual gratuities offered by the Minutes of the Committee of Council on Education, for the instruction of this apprentice, will be paid on the same terms as the grants in augmentation of the salaries of certificated teachers; that is, they will be considered to be due for whole years only, and no fractional parts of them will be paid to any teacher who voluntarily quits the charge of this apprentice before the end of each year in respect of which such gratuities are severally due.

It has been found by experience that the pupil-teachers require to be protected by such a guarantee for their continuous instruction.

Committee of Council on Education,
Council Office, June 1855.

His Lordship wishes to know whether the master, who is paid by him, can be examined for a certificate of merit, and obtain the benefit of it under these circumstances. If so, under what conditions? Also, whether the boys of the evening school will be included in the Capitation Grants?

Reply upon foregoing Memorandum.

Committee of Council on Education, Council Office,
MY LORD, Downing Street, 16 August 1855.

IN reply to your Lordship's inquiry made on the 14th instant, I am directed to state that the Committee of Council is prepared to admit a second master to be examined for a certificate of merit, and to pay the augmentations corresponding to the certificate which he may obtain, upon the usual conditions, in respect of the Hatfield day and evening schools conjointly.

Their Lordships also consent, under the circumstances of connexion which will exist between the day and evening schools, to include the scholars of the latter in the Capitation Grant allowable under the Minute of 29 April 1854; each attendance at the evening school to reckon for one *half* day; no boy to be reckoned for Capitation both in the day school and evening school; and the grant not to take effect for any year before that in which the second master obtains his certificate,

I have the honor to be, &c.
To the Marquis of Salisbury. (Signed) R. R. W. LINGEN.

REGISTERED TEACHERS.

(No. 5.)

Committee of Council on Education, Council Office,
REVEREND SIR, Downing Street, 28 April 1855.

Subjects of examination for registered teachers.

I AM directed to inform you in reply to your letter of the 21st instant, forwarded to this office by Her Majesty's Inspector, that a master may be registered either as (1) sufficient to take charge of a school in receipt of Capitation Grants under the Minute of 2 April 1853, or (2) as competent to instruct apprentices.

In the former case, he need not be examined in Euclid; but in the latter, he must be examined in Euclid, Algebra, or Practical Mathematics (*one* of the three), according to the course of instruction prescribed for apprentices.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

SCHOOL STATISTICS.

(No. 6.)

Circular addressed to Principals of Training Schools, enjoining necessity of accurate Statistics being furnished by all Teachers of Schools under inspection.

Committee of Council on Education, Council Office,
SIR, Downing Street, 5 February 1855.

Teachers to furnish accurate statistics.

THE enclosed copy of a circular addressed to Her Majesty's Inspectors refers directly to a point of detail, but is connected with a subject of much importance, to which I have been directed to request your attention, viz., the service to be expected at no distant time from certificated teachers in furnishing statistics of education. Such statistics, if trustworthy, are of the utmost possible value, being some of the safest guides in the preparation of legislative measures.

The special report upon education in the Census of 1851; the appeals which have been made to it; the attack and defence of which it has been the subject; the confessed difficulty which attended the collection of its materials; the prospect of legislation, and, not many years hence, of another census (in both of which, education is sure to occupy a prominent place);—all these circumstances make it apparent that the students who are now in training for the office of teacher should be made conversant with the principles and practice of (what may be called) scholastic book-keeping.

In the earlier stages of the proceedings of the Committee of Council, the greatest difficulty was experienced in obtaining even the simplest returns. A change, however, has occurred, greatly for the better, in respect of most of those schools which have been, for any considerable time, in the receipt of annual grants. Indeed, those grants depend now in so many instances for their amount upon accurate calculations of attendance, age, and payments, that a school in which no exact record of such matters is kept cannot obtain its share in the public aid without a somewhat discreditable substitution of guesses for facts. Nobody would believe, who had not made the experiment, how great is the difference of the result, in averages and other particulars, when taken from general impressions, and when calculated from actual entries. It becomes, therefore, an indispensable part of the business of a certificated teacher to be thoroughly expert in such registration.

The report upon every school inspected is now comprised in two Forms, IX. and X., whereof the former is filled up entirely by the managers (*i. e.*, in most instances is left to be filled up by the teacher), and the latter by Her Majesty's Inspector, in the way of check.

A certain number of the entries in the Form IX. are confined to incidents affecting individual teachers and apprentices, from year to year; but there is much besides that can be supplied only from complete and well-kept registers.

The form of register appended to the Minute of 2 April 1853* may now be procured in a shape for use, at trifling cost, from the office of the National Society; from Mr. James Martin, of 9 Lisson Grove, Marylebone; or (unbound) from Messrs. Eyre and Spottiswoode, the Queen's printers, New Street Square, Fetter Lane.

You will observe, in the Form No. X., that Her Majesty's Inspector has to report specially upon the state in which he finds the registers of every school inspected by him; you will also observe (Minutes of 1852–3, vol. i., p. 55) that this part of the Inspector's report may affect the payment of an augmentation grant, as it will enter into the considerations henceforth attending the settlement and revision of certificates, pursuant to the Minute of 20 August 1853, section XI. Professor Moseley, (Minutes of 1853–4, vol. i., p. 45) in pointing out certain statistical information which it would be desirable to obtain, dwells, at the end of his letter (p. 48), upon the right which the Committee of Council would have to expect the assistance of certificated teachers in collecting such statistics.

I am to state that the examination papers of the second year on school-management, to be proposed in December next, will contain questions upon the mode of keeping school-registers, and of making returns from them. I am, therefore, to suggest that the set of registers above indicated, together with the statistical portions of the Form No. IX., should be made the subject of a few lectures, in which the headings of the several columns may be gone over one by one, and the rationale of each, as well as the mode of filling it up, and of carrying it to the general account, may be explained. At the same time, the registers actually in use in the practising school should be referred to for illustration; and each student should be set to make some return or other from them,—the accuracy of his work, and his mode of setting about it, being carefully revised and corrected.

* Minutes of 1853-4, vol. i., p. 17.

My Lords are so deeply impressed with the importance of this question, and the comparative ease with which the necessary instruction may be given in the training-school, that I have been desired to express the strongest wish on their part for your co-operation.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

To the Principal of the ——— Training School.

(No. 7.)

Circular addressed to Principals of Training Schools for Females, as to Examination of Female Students in ability to keep Attendance Registers and to furnish Statistical Returns.

Committee of Council on Education, Council Office,
SIR, Downing Street, 21 January 1856.

Examinations in ability to keep attendance registers.

ADVERTING to the circular which was addressed from this office, on the 5th of February 1855, to yourself, in common with the other correspondents of training schools under inspection, relative to the importance of familiarising the students with the use of school-registers, I am now directed to bring under your notice the character of the answers made by the female candidates of the second year, who have just been examined, to the questions upon registration in the paper headed "School-Management."

Mr. Cook reports upon those answers generally as follows:—

"I am of opinion that a circular letter should be sent to the managers, stating that a large number of papers sent in by students prove that the writers will not be able to keep school registers accurately.

"The managers ought to send a letter to each student who leaves after this examination, containing clear directions how to answer the questions on registration, together with examples, including that given in this paper, fully worked out.

"Great pains appear to have been taken at Bishop Stortford, Warrington, Salisbury, and Norwich.

"There are, however, sufficient failures in every training-school to justify such a proceeding."

In pursuance of Mr. Cook's recommendation, the papers were again perused, and the two answers which are enclosed herewith were selected as specimens of the best. The enclosed answers were made in each instance by students from Warrington.

The gentleman who perused the papers after Mr. Cook made the following report upon them:—

"I have perused a number of these papers, in compliance with instructions.

"The accompanying paper contains, I think, on the whole, the two most sensible answers.

"With reference to the inferior class of answers, every species of mistake which can be committed seems to present itself. Very few of the whole number of second year students seem to have a distinct idea of making up their summary register,—still less of explaining the process.

"The prevailing notions about averages appear to be extremely vague, and often absurd. A common mistake is to give double the right answer for the daily average, *e.g.*, 95·2 for 47·6, in the first week, which implies that the attendance of a given child in the morning and again in the afternoon is counted as a daily attendance of two children. Another frequent mistake is to give totals for averages. In other cases a wrong division is used, *e.g.*, the average for the whole four weeks is obtained by dividing the sum of the four weekly averages by thirteen (the quarterly divisor), instead of by four.

"I have not noticed any mention of the allowance which would have to be made, in practice, for weeks during which the school might be closed.

"One candidate writes:—'In finding the average for a year, the average for the twelve months would be added together; and it is uncertain whether it should be left in this state, or be divided by twelve to find the monthly average.'

"It would be too long to copy all the other instances of the same kind."

My Lords consider the question of providing for accurate registration in schools to be so serious *that they have directed the papers of this exercise to preserved,* and a note to be entered in the official register against the name of each student who may, by the total of her marks, be classed, without having obtained a satisfactory mark for the answers on registration, to the effect that, whenever such student may come on for augmentation as a teacher, it be a special instruction to the Inspector who visits her school to examine her registers minutely, and to question her (orally or otherwise, as he may see fit) as to her knowledge of the way to keep such accounts, and to make returns from them in the official forms. The payment of her augmentation will depend upon the result.

My Lords rely upon the continued and increased co-operation of the managers of training schools to promote the study of this obvious branch of normal instruction.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To the Principal of the ——— Training School.

Examination Paper on School Management.—Christmas, 1855.

Enclosure referred to in foregoing Circular.

Question 1:—What are the advantages of registration to teachers, managers of schools, and parents?

Specimen answers as to keeping attendance registers.

Answer:—"A careful system of registration enables the teacher, by whom it is pursued, "to supply *the Government* with the statistics which they require, without having "recourse to guessing, which is not very creditable, and besides often very far from correct. "These statistics are very troublesome to make up, unless the register is regularly and "carefully kept; while, if attended to, at regular and stated times, the trouble is but "slight. The register is also a kind of protection to *the Teacher* from unjust blame, since "it enables her at once to point out the cause of an irregular scholar's want of progress. "And, if a register of rewards and punishments is kept, a powerful check is established "over the children, with whom a reward or punishment will have double weight, when it "is known to be registered. *Managers* may ascertain from the registers whether their "school improves, and whether a sufficient number receive the benefit of the school, to "compensate them for the outlay. *Parents* may learn from it whether their children "really attend when they are sent to school, and the teacher may convince them how much "is really lost by irregular attendance. Absence, if always taken notice of, and obliged to "be accounted for, becomes much less frequent."

Question 2:—What registers are [necessary in keeping proper school accounts? Describe very minutely the complete form of a good register for daily attendance.

What is an average? Suppose the following table to be an extract from a school register of daily attendance:—

	1		2		3		4	
	Morning.	Afternoon.	Morning.	Afternoon.	Morning.	Afternoon.	Morning.	Afternoon.
Monday - -	51	47	50	50	61	59	64	57
Tuesday - -	53	50	59	54	58	60	59	58
Wednesday -	35	39	57	57	55	51	52	56
Thursday -	52	48	53	53	53	56	40	38
Friday - -	55	46	54	47	54	46	41	37

What is the average number in attendance for whole days in the first, second, third, and fourth weeks (5 days) respectively?

What is the same average when extended to the four weeks collectively? How would you have to proceed in finding the same average for a whole year?

Give in detail the steps by which you arrive at each result.

Answer:—"The registers necessary for keeping correct school accounts are 'a register of "'admission, progress, and withdrawal;' a 'class-register' describing the daily attendance "and the school pence paid; and a 'summary' of the weekly and quarterly results, &c., from "the 'class-register.' The class-register now in use in most National schools gives an "example of all that is necessary for a good register of daily attendance. The description of "this register is as follows:—It consists of a folio, in the middle of which is a half sheet "(of the same size as a page of the folio) doubled; this arrangement has the advantage of "allowing space for columns to be ruled for 13 weeks (a quarter) with the names of "the children written only *once*, (at the left side of the first page of the folio); the pages "are ruled with columns to show the attendance of each child morning and afternoon; "the number of school days on which each has attended in the week, and the amount of "school pence paid by each. At the bottom of the page lines are ruled across, and spaces "are thus left in which are shown the number present in the morning and afternoon in "the class; from these numbers the average number present per week, and the average "number of days attended by each child present at all, are found. The presence of each "child is indicated by a blank space; if absent without leave, the letter *A* is placed in the "space (whether for morning or afternoon) opposite the child's name; if attendance has "been prevented by circumstances at home, the letter *H* is written; if by sickness, the "letter *S*; if by any other excuse received by the teacher, the letter *X*; or if leave of "absence has been granted, the letter *L* is written; so that on every occasion the *cause* of "a child's absence is *immediately seen*.

"*Average*.—The meaning of the word *average* will be shown by example; for instance, "if a person were to work 10 hours one day, 7 hours the next, and 4 the next, altogether he "would have worked 21 hours, and this number divided by 3 (the number of days) would "give the number of hours during which he had worked each day, supposing the time to "have been equally divided among the days. It is on this principle that the average "number of children in attendance daily during a week is ascertained. The averages for "the above 4 weeks are respectively 47·6 for the first week, 53·9 for the second, 55·3 for "the third, and 50·2 for the fourth. The average number in daily attendance for the "4 weeks is 51·75. In finding the average for a year, the same steps must be taken as in "finding that for the 4 weeks, viz., the results for each week must be added, and divided "by the number of weeks. In finding the preceding average, the following are the steps "taken; first, add together the numbers present in the mornings and afternoons for a "whole week; the result will then require to be divided by ten, because there are two "attendances in each day, and 5 days (or 10 attendances) in each week; this will give the "average for the 5 days composing the week. Then to find the average for the month, add "the results of the 4 weeks thus obtained, and divide by 1 (the number of weeks given)."

(No. 8.)

Extract from Circular addressed to Principals of Schools for Training Males, upon same subject as foregoing Circular.

Committee of Council on Education, Council Office,
Downing Street, 22 February 1856.

* * * *

Examinations in ability to keep attendance-registers.

MR. TEMPLE reports as follows upon the answers made, by the male candidates of the second year, to the questions upon registration in the paper headed "School Management":—

"At the late Christmas examination, one section (No. 3) in the School Management paper was assigned to questions on the keeping of registers, and one (No. 4) to questions on the calculation of averages.

"There were 239 candidates. The proportion of answers of different merit is shown in the following Table:—

	E.*	G.*	F.*	M.*	I.*	O.*
Section 3 - - -	—	12	81	101	9	36
Section 4 - - -	—	106	48	25	8	52

or, taking the per-centages,

	E.	G.	F.	M.	I	O.
Section 3 - - -	—	5·0	33·8	42·2	5·7	15·1
Section 4 - - -	—	44·3	20·0	10·4	3·3	21·7

* E. *excellent*, G. *good*, F. *fair*, M. *moderate*, I. *imperfect*, O. *failure*.

"These proportions show that enough attention has not yet been paid by the authorities of the training schools to the necessity of practising their students in this subject. The questions on the keeping of registers, in Section 3, are such as every master would be required to answer whose school managers had applied for a capitation grant. Yet the answers marked "good" in the above Table can only be called good by a very lenient construction. And in more than one instance the candidates state that they have never seen any registers during the time that they have been in the training school. The general character of the answers to this section, and the want of any knowledge of principles exhibited almost throughout, are such as to show that, when correct and clear answers are given, the correctness and clearness are due to previous practice as apprentices.

"The large proportion of answers to Section 4, marked "imperfect" and "failure," amounting to 25 per cent., is a still stronger proof of the need of calling attention to this matter. The questions on averages are so extremely easy that no student of the second year ought to have given an incorrect answer, except by mere accident. It certainly ought not to be permitted that 25 per cent. of the masters sent out from the training schools should be unable to calculate the weekly average attendance of their schools.

"The attention of the training schools should, I think, be particularly called to the following passage in the circular of February 1855:—

"'*At the same time, the registers actually in use in the practising school should be referred to for illustration; and each student should be set to make some return or other from them—the accuracy of his work, and his mode of setting about it, being carefully revised and corrected.*'

"If this suggestion has been adopted at any training school, and if the students have been occasionally set to make out such return by way of exercise, it must have been done on very rare occasions. All the answers show a want of familiarity with the *practice* of making returns, even where the *method* of making them appears to be understood. Every student of the second year ought to work some exercise of this sort once a fortnight.

"Her Majesty's Inspectors complain generally that masters, on first coming from training schools, though generally very skilful in giving lessons to single classes, were very deficient in the art of orderly management as applied to a whole school. The preliminary to all orderly management of a school, as a whole, is the keeping of perfectly accurate registers, and the knowledge how to use them.

"I should advise that every training school be recommended to keep all the registers of its practising school in duplicate; the originals to be kept for the use of the practising school as at present, and the copies to be made out weekly by the students in succession, and kept in the training school, for use in working exercises set by the master of method. The correction of such exercises by that master ought to form an important part of his labours."

[*The rest of this circular is verbatim the same as in the circular to Principals of Training Schools for Females* (*No.* 2), *suprà.*]

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

INSPECTION REPORTS.

(No. 9.)

Circular to Her Majesty's Inspectors of Schools as to Statistics of Children Examined in Schools under Inspection.

Committee of Council on Education, Council Office,
Downing Street, 24 August 1855.

SIR,

I HAVE to request your attention to the following instructions in filling up the table report of examinations by Inspector, in the Form No. X.*

The results of that table are not printed in the Minutes of 1854-5, p. 135, as they are in the Minutes of 1853-4, p. 71. There was found to have been too little uniformity in filling up the table to afford trustworthy results.

My Lords consider it neither expedient nor practicable to give an exact statistical form to all the details of the Inspector's examination.

It is, however, of much importance to show the number of schools in which the enumerated subjects are severally taught and how they are taught.

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* REPORT OF EXAMINATION BY INSPECTOR.

			1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	Total present in School.
Number present at Examination		Girls . .									53
		Boys . .									61
		Total in each Class									114
Holy Scriptures . . .			15	11	17						*g*
Catechism			*g*	*f*	*m*						*g*
Liturgy			15/*m*	11/*i*	17/*b*						*i*
Reading.	Letters and Monosyllables . . .										*f*
	Easy Narratives . .										*f*
	Books of General Information . . .										*g*
Writing.	From Copy.	On Slates . .									*f*
		On Paper . .									
	From Dictation.	On Slates . .									*f*
		On Paper . .									
Arithmetic.	Simple Rules . .										*g*
	Compound Rules . .										
	Proportion and Practice										*g*
	Fractions . . .										*i*
	Decimals . . .										—
	Higher Rules . .										—
Geography											*f*
Grammar											*f*
History											*c*
Music from Notes . .											—
Drawing											—

This object can be accomplished if Her Majesty's Inspectors will observe the following directions, which should be read with pages 4 and 5 of the enclosed Form No. X. open before you.

The table at p. 4, as filled up in the enclosed specimen,* gives the total number of the children whom the Inspector finds in school, and his opinion, *generally*, of the quality of the instruction throughout the school in each of the subjects taught.

This is all that is indispensable, and this much can be given in each school inspected, whatever may be its organization.

The divisions of the table *into classes* may be regarded as made entirely for the Inspector's own convenience, in affording him stages for the record of his inspections as he proceeds; he may leave them blank, or he may fill them up *with the number of children* whom he examines, as in the line "Holy Scriptures," or *with qualifying marks* as in the line "Catechism," or *with both* as in the line "Liturgy." These entries under particular classes will *not* be made the basis of any statistical summary, but will merely be regarded as the Inspector's own memoranda of what he did in the school; the only part taken from this table for record will be the total number of children present, and the Inspector's *general* judgment of each subject as expressed in the last column.

The qualifying words are:—

Excellent - - -	e.
Good - - -	g.
Fair - - -	f.
Moderate - -	m.
Imperfect - -	i.
Bad - - -	b.
Not taught - -	—

As these signs afford ample scope for recording differences of merit, and an indefinite number of such signs defies tabulation, it is particularly requested that none other may be used in expressing quality in the Form No. X.

Her Majesty's Inspectors should test *some* part of the school in *every* subject which purports to be taught in it.

I have the honor to be, &c.

(Signed) R. R. W. Lingen.

To Her Majesty's Inspector of Schools.

SCHOLARS' CERTIFICATE.

(No. 10.)

Circular addressed to Her Majesty's Inspectors of Schools, approving of a Scholars' Certificate as to attainments and good conduct.

Committee of Council on Education, Council Office,
Downing Street, 19 September 1855.

Sir,

I have the honor to forward to you a form of school certificate, which your colleague, the Rev. F. Watkins, has suggested to my Lords, for use in schools under inspection, together with a copy of the circular which will be despatched with each issue of payments from this office, in the course of the ensuing year.

Certificates as to attainments and good conduct of scholars.

Mr. Watkins proposes that such a certificate should be given by the managers to any child, aged upwards of twelve years, who has been in the same school continuously for three years; who has reached the standard of

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* See note on p. 26.

attainment required of candidates for stipendiary monitorships; and who, during the time embraced by the certificate, has been regular and punctual in attendance, clean in person and neat in dress, and has uniformly borne a good character. My Lords do not require you to take any further steps than to issue these forms on application from the managers of schools, who have permission to apply to you for as many of them as may be needed on the occasion of each of your annual visits.

You will probably think it desirable, when the holders of the certificates are present, to take the opportunity of saying a few words of advice and encouragement to them.

I enclose a book also, with an index at the beginning, in which you should enter each school (allowing two pages for it) where you sign certificates, with the names of the holders, from year to year. A couple of entries (see Thorp and Oaklands, in index) are made in pencil for your guidance. Such a register will give you little or no trouble to keep, and may be needed for reference.

You will be good enough to remember that no administrative act connected with these certificates, beyond supplying you with the forms, can be undertaken at this office; and that you are *not* instructed to commence the issue of them, with your own notices of inspection, forthwith, but to wait till the gradual distribution of the enclosed circular from this office brings specific applications to you from the managers of schools; in replying to which you will do well to notice the footnotes in the circular, and to do all you can to confine these applications *within the interval between your notice and your visit to each school*, which is the only time allowed for complying with them.

Subjects under which the managers do not wish to make any entry must be cancelled by drawing a pen through them.

You will be careful not to sign any certificate while it contains blanks.

I have the honor to be, &c.

To Her Majesty's Inspector of Schools. (Signed) R. R. W. Lingen.

Form of Certificate (Enclosure, No. 1, referred to in foregoing Circular).

Form of scholar's certificate.

_____ *School.*

Scholar's Certificate.*

The undersigned certify that _____ aged _____ years at the date hereof, has attended the above-named School for _____ years, and that _____ can now read _____ write a _____ hand, work sums as far as _____ and that _____ knowledge of

Holy Scripture is _____	Grammar is _____
Church Catechism _____	English History _____
Geography _____	_____
_____	_____

During the whole time that _____ has been in the above-named School, _____ conduct has been _____

_____

_____

Signed this _____ day of _____ 185___.

_____ *Certificated or Registered Teacher.*

Name _____
Address _____
Name _____
Address _____
Name _____
Address _____

} *Managers of the School.*

_____ *Parochial Clergyman.* †

_____ *H. M. Inspector of Schools.*

* The Form of Certificate is surrounded by an ornamental border, designed and engraved under the superintendence of the Department of Science and Art. The border is composed of the rose, shamrock, and thistle, wreathed together, and is surmounted by a motto, "Well begun is half done."

† In Schools connected with the Church of England.

Explanatory Circular addressed to Managers of Schools under Inspection, as to Rules proposed for issue of Scholars' Certificates.

(Enclosure, No. 2, referred to in foregoing Circular.)

Committee of Council on Education, Council Office,
Downing Street, London, August 1855.

SIR,

Certificates as to attainments and good conduct of scholars.

MY LORDS, being very anxious to promote the improvement of elementary education, and to prolong the attendance of children at school, are of opinion that, if certificates of creditable attainments and of good conduct were granted to children by the managers of schools, such a practice might be found to be conducive to the desired end.

My Lords are prepared to issue blank forms of such a certificate (of which I have the honor to enclose a specimen) to the managers of schools under inspection, on the following conditions:—

1. That the schools be under a certificated or registered teacher.

2. That no certificate be filled up for a child who is under 12 years of age, and who has not been in the school for 176 days (exclusively of Sundays), at the least, in each of three consecutive years. The morning school and the afternoon school are respectively understood to be equal to a *half*-day.

3. That the words used in filling up the blanks left in the body of the certificate be such as to mark (in accordance with the circumstances of the case) different degrees of merit.

4. That irregularity or unpunctuality in attendance, want of cleanliness in person or neatness in dress, or any single act of gross disobedience or immoral conduct, be considered as entirely disqualifying a child for any claim to a school certificate.

5. That the managers of the school ascertain that the certificate be carefully filled up by the teacher, and satisfy themselves that the particulars stated therein are correct.

The mode of obtaining these forms of certificate is as follows:—

When you receive the *the next* notice from Her Majesty's Inspector of his visit, you may apply *to him** (addressing him by letter at the Council Office) for as many of these certificates as may be claimed by children who have left your school in the preceding year; and, *on receiving that number*† of certificates from him, you will have the goodness to cause them to be filled up before his arrival. He will then countersign them, and present them, when practicable, to the claimants themselves,—or, if the claimants be unable to attend at the time, to their parents, relatives, or other persons commissioned to receive them,—in the presence of the whole school.

In general, the Inspector's signature must be understood to be nothing more than an authentication, by a public officer, of the genuineness of the other attestations; and if, at any time, complaints should be made to my Lords to the effect that the character or attainments of the holder have not been such as to justify the Inspector's warrant, their Lordships would be careful to explain the trust placed in the managers, and, if the ground of complaint were substantiated, to forbid Her Majesty's Inspector to countersign any further certificates from the same school, entering a notice of the fact in the annual volume of their Minutes, by way of public caution as to other certificates current under the same invalidated attestations.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To the Managers of Schools under Inspection.

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* You are particularly requested to observe the time fixed for the applications. Considering the very heavy amount of correspondence which Her Majesty's Inspectors already have to conduct, it is of much importance that as few official letters as possible be addressed to them at times which do not permit the subject-matter to be despatched out of hand.

† The preparation of these certificates being attended with considerable expense, Her Majesty's Inspectors are instructed not to comply with applications in which *the number required* is not specified, and to notice, on their arrival, whether this number fairly corresponds with the number of scholars presented.

SCHOOL FLOORS AND FITTINGS.

(No. 11.)

Circular to Her Majesty's Inspectors.

Committee of Council on Education, Council Office,
Downing Street, 13 March 1856.

SIR,

THE Lord President wishes the following instructions to be added to those already issued to Her Majesty's Inspectors on the subject of the floors of school-rooms.

The Circular of 17 May 1854 conveyed to Her Majesty's Inspectors copies of certain correspondence in continuation of that which is printed in the Minutes of 1853–4, vol. i., p. 51.

The result of that correspondence was as follows:—

"The Lord President is advised not to allow any materials other than wooden boards, without a thorough system of under-warming; and such a system, to be really efficient, entails an expensive construction. If, in any instance, floors of other materials have been recently laid down, or are in substantial repair, his Lordship leaves it to the discretion of the Inspector to recommend them for provisional acceptance by the Committee of Council, whenever, in the Inspector's opinion, it would be impolitic, for local reasons, to insist upon an immediate change.

"It is not left to the Inspector's discretion to make any such recommendation in the case of floors without under-warming, and the Lord President wishes Her Majesty's Inspectors to take occasion, upon every call for repairs, to enforce the general reasons for boarded floors, and to make known the rate of assistance which is offered by the Committee of Council.

"His Lordship desires Her Majesty's Inspectors to observe the exact limits within which the concession is allowed, and to bear in mind that the Committee of Council will in no case consent to the renewal of a construction which, they are convinced, is objectionable.

"It will be necessary therefore for you to report, in every instance, when the floor is not boarded,—

"1. What is its material;

"2. Whether it is under-warmed;

"3. What is the nature of the construction;

"4. The state of repair."

In conformity with the foregoing extract, it has been the practice, in conducting the official correspondence, before placing schools upon the Inspectors' lists, to require an assurance "that floors which are neither constructed of wooden boards nor under-warmed, will be removed within some specified period."

Similarly, in schools already under inspection, it has been the practice to refuse to admit new apprentices without an assurance of the same kind.

Strong representations have been made to the Committee of Council to the effect that schools are withheld from inspection, and that the growth of improvement in education is retarded, by the rules in question, which, although supported by the best sanitary and architectural authorities, nevertheless are too much at variance with prevailing local customs to admit of immediate and universal enforcement.

For these reasons, the Lord President decided, as his Lordship informed you verbally in the month of February, that the rule should no longer be strictly enforced, except in cases where the floors are reported to be inconsistent with due warmth, dryness, or ventilation. Particular attention should be paid to these circumstances in girls' schools.

In reporting upon the construction and materials of school floors, some attention should be paid to the custom of the county in which the schools are placed.

In every instance the Inspector should question the teacher personally,

and should particularize the construction with sufficient exactness to enable their Lordships to take the opinion of their own Architect upon each case.

Her Majesty's Inspectors will not understand these instructions as intended to dissuade them from recommending the removal of particular floors of which they may disapprove, or from urging, in general, the expediency of laying down such floors as the opinion of the best authorities has sanctioned.

In all buildings to be erected, enlarged, or improved, for school purposes, at the public expense, boarded floors will continue to be required.

I have the honor to be, &c.

To Her Majesty's Inspectors of Schools. (Signed) R. R. W. LINGEN.

Particulars of information furnished to applicants for Grants towards the expense of laying down new Floors and putting new Fittings in Schools.

THE grants of the Committee of Council towards the laying down of boarded floors alone do not exceed one-half of the cost. If new parallel desks and benches be required at the same time, then their Lordships' grants may amount to two-thirds of the total cost of the floor and of the desks and benches.

When such grants are applied for, their Lordships request to be furnished with the following documents, before the works are begun:—

1. *Ground-plan of the school-buildings,* drawn to a scale of $\frac{1}{8}$ of an inch to a foot, and showing the proposed arrangement of the new fittings.

2. *Section of the proposed floor,* drawn to a scale of a $\frac{1}{4}$ of an inch to a foot, and having the scantlings of the timbers figured thereon.

3. *Detailed drawing of the proposed fittings* (if included in the application), to a scale of $\frac{1}{2}$ an inch to a foot.

4. *Specification.**

5. *List of contributions* to meet the grants applied for.

6. *Trust-deed* (unless a copy thereof has already been lodged in the Council Office, in which case no further questions will arise on this head).

No grant can be made for permanent objects of these kinds, unless the site of the school be conveyed, by a sufficient deed, in permanent trust for education.

If, therefore, there be no trust-deed, or if the deed be found to be invalid, their Lordships will have to inquire what steps can be taken for completing the title and trusts to their satisfaction.

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* The architect or builder employed by the promoters of the school is requested to notice that the Committee of Council on Education, in making grants for fittings and for laying down wooden floors, require the following regulations to be observed:—

All the materials to be used should be of the best quality.

The boards should be $1\frac{1}{4}$ inch yellow deal, laid on yellow deal or oak joists; and the joists should be spiked to oak sleepers laid on dwarf walls.

There must be a space of not less than 9 inches between the underside of the joists and the ground.

Openings must be made in the external walls and dwarf walls to secure a free circulation of air beneath the floor.

Any alterations in the position or arrangement of the fireplaces, flues, or openings of the school-room rendered necessary by the substitution of the boarded floor, or by the new groups of desks, should be included in the specification.

As soon as the plans and specifications have been received by the correspondent, with the seal of this office affixed thereto, the contract price for carrying the same into effect must be stated, and the sealed documents must be returned, together with such statement to this office in order that a proportionate grant may be awarded.

SANITARY STATE OF SCHOOLS.

(No. 12.)

Circular to Her Majesty's Inspectors of Schools.

Committee of Council on Education, Council Office,
Sir, Downing Street, 7 August 1855.

Sanitary state of school premises.

The attention of the Lord President has been called to the extreme importance of providing that schools are held in wholesome rooms, that the hours of continued attendance are not excessive in proportion to the age of the children, and that the premises afford the means of healthy recreation.

The enclosed copies of official forms and instructions will show you that the sanitary state of schools, so far as it depends upon the construction and arrangement of the premises, has not escaped the attention of the Committee of Council.

A very cursory acquaintance with the correspondence which passes through this Office would suffice to show that the conditions insisted upon by the Committee of Council are maintained with extreme difficulty, and that some of them (for instance, sufficient playgrounds in the densely peopled quarters of towns) have frequently to be waived, as impossible to be complied with.

Again, existing rooms are often such as to be completely unsuitable for occupation by schools, yet there is hardly an objection which can be named in excuse of which strong representations (oral and written) are not made to the Committee of Council daily; and while, perhaps, annual grants may be refused altogether in a few extreme cases until improvement has actually been effected, the utmost that, in the majority of instances, can be practically accomplished by this department is to obtain some promise, which in time comes to be more or less redeemed, of amelioration.

It might, however, tend to create a more active public opinion upon the subject, if Her Majesty's Inspectors were to make a point of inquiring into the sanitary condition of every school which they inspect, so far as to direct the attention of the managers to anything strikingly prejudicial to health in the state or in the rules of the school.

Floors which admit of no body of air beneath them; a few small windows low down in the walls and kept closed, instead of many large windows near the ceiling and freely opened; excess or deficiency of warmth; the omission to establish a thorough draught of air in the rooms for a considerable time between morning and afternoon school, more especially if, as is often the case, a certain number of the children dine in the same rooms during some part of the interval,—are all points to which you might call attention.

Infants, in particular, require to be relieved by frequent alternations of exercise in the air and of lessons in school. You should constantly press upon the attention of the managers the importance of providing for something of the kind by the best expedients of which the circumstances admit.

If the common elementary schools in towns, where sanitary evils are the most felt, began their daily work at as early an hour as that observed in schools for the wealthier classes, at least one half-holiday per week, besides Saturday, might, without loss of lessons, be taken for a walk by the master with all the boys, and by the mistress with all the girls, into the country.

These walks (for the boys and girls respectively) might be taken on different days, or in different directions, or together, as the managers might think best. The more scope they can be made to afford for unrestrained exercise the better.

The confined sites of schools in towns often render it impossible to place the offices at a proper distance from the main buildings. Cheap means of obviating some of the more glaring inconveniences arising from this cause may be seen at almost every railway station, and should be adopted by the managers of schools so circumstanced.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To Her Majesty's Inspector of Schools.

TRADE SCHOOLS.

(No. 13.)

*Letter addressed to the Committee of the Bristol Diocesan School Society; by the Rev. Henry Moseley, M.A., F.R.S., Canon of Bristol, one of Her Majesty's Inspectors of Schools.**

GENTLEMEN, *Clifton, 27 September* 1853.

I HAVE great pleasure in complying with your request that I should confer with you on the best means of giving efficiency to the Bristol Diocesan School.

Expediency of giving different kind of instruction in Diocesan school to that given in surrounding National schools.

The school having been established for the benefit of education *generally* in Bristol, it occurs to me that—under circumstances which appear in some measure to have superseded its use as an *ordinary elementary* school, of the same description as the parochial schools which surround it—it would be expedient to offer in it a course of instruction of a different kind from the instruction given in those schools, and to make it *supplementary* to them. What I propose will perhaps better be understood, if I remind you of the fact that in ordinary National schools there are commonly some boys in advance of the rest, and capable of receiving instruction of a higher kind, which could not be given to them without occupying more of the time of the master than is compatible with the general routine of the school, and, probably, with the objects of the promoters.

Education should be of a practical kind connected with trades and manufactures of Bristol.

It would, I think, be a useful function of the Diocesan schools to offer to this class of boys, in a separate school, a special course of instruction of *a practical kind*, having reference to the mechanical and manufacturing callings and the trade of Bristol.

The attention of the public has been directed (as the Committee will probably remember) to the subject of *trade* schools, by various public meetings held at the Society of Arts, by a conference of the representatives of the municipal towns, at the Mansion House in London, and by the establishment of a department of the Board of Trade specially for the encouragement of schools of this class. I enclose a copy of the circular issued by this department, and a copy of a lecture delivered by its Secretary, Dr. Lyon Playfair, explanatory of the objects and methods of instruction in such schools as they exist on the Continent.

Trades and manufactures pursued in Bristol dependant on scientific principles.

To ascertain how far there is occasion for the establishment of a trade school in Bristol, and what means the city supplies of supporting it, I have referred to the Bristol Directory and counted up the number of manufacturers, tradesmen, and master-workmen, the *principles* of whose manufacturing or mechanical pursuits or trades require—to be thoroughly understood—a knowledge of certain elementary principles of science which might be taught in a trade school; and I find the number to be 1,708. I enclose to you a list of these trades specifying the number of separate establishments following each trade.

This list I have divided into three groups. The first (A) contains the trades—18 in number—which are connected with *building*. There are 750 tradesmen in this group. The department of school instruction adapted to youths intended for any of the trades composing it, will be understood by a reference to the "Builders' Price Book." It is sufficient to say that youths might, at such a school as I propose, be thoroughly familiarised with measuring, and made to acquire facility, precision, and accuracy, in all the various calculations referred to in that book, and might further be made to comprehend the principles on which those calculations are founded. If in addition to this acquirement they were instructed in levelling, in geometrical drawing, in taking plans, and in those principles of experimental science which are connected with ventilation and sewerage, and with the lighting and

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* Printed at the Bristol Mirror Office, by John Taylor, Bristol, 1853.

heating of buildings, they could not fail to enter on the trade of the builder with great advantages to themselves and to the public, as compared with other persons who have received no such previous instruction.

The second group (B) contains 72 trades, giving occupation to 600 manufacturers or tradesmen, whose pursuits come under the general designation of *mechanical* pursuits, and require—that the principles on which they depend may be understood—an elementary knowledge of mechanism, and of the science of practical mechanics.

The third group (C) includes 62 trades or manufactures, giving occupation to 358 manufacturers or tradesmen dependent upon the *experimental* sciences, and, more particularly, upon chemistry; of which science each is, in fact, little more than an application.

I am far from alleging that a knowledge of these various branches of science is *necessary* for *carrying on* the different trades which I have enumerated. But I do allege that, if carried on in ignorance of such branches of science, they are carried on in ignorance of the *principles* on which they *rest;* and that whoever so carries them on, misses that opportunity for the improvement of his mind which is supplied by the daily habit of reasoning and understanding on what he is about; that he fails so one of the highest pleasures of which the human mind is capable—*that* of thus *reasoning* and *understanding;* and that he is wanting in *that* which is a legitimate source of moral dignity and self-respect. I allege, further, that, taken collectively, these trades cannot but *suffer*, in a commercial point of view, from an ignorance, on the part of those who carry them on, of the principles on which they depend—it being impossible but that new and improved processes of art and manufacture and expedients of construction should result from such knowledge.

I say nothing here of the religious and moral bearings of this question, further than that they appear to me at least equally with its secular bearings in favour of the views which I have taken of it.

A navigation school should be united with trade school.

Navigation schools at Greenwich Hospital.

Navigation is a science, as to the practical value and importance of which there is no dispute, and it has a direct bearing upon the trade of Bristol. Recent Acts of Parliament have moreover rendered a far more accurate knowledge of it necessary to the masters and mates of merchant ships than they have hitherto been accustomed to acquire. The experience of the Royal Naval Schools at Greenwich Hospital has shown that a sound knowledge of this science, in theory and in practice, may be communicated to boys of fifteen years of age (that being the age at which the pupils of that school *leave* it). It has, moreover, shown beyond the possibility of doubt or dispute, that boys, having received this previous instruction in the theory and practice of nautical science, are, when they go to sea, eminently benefited by it; not only in *this*, that, when they rise (as many of them do), to be mates and masters of merchant ships, they navigate those ships better than they otherwise would, but that, whilst they are still sailors, they are better conducted and more efficient sailors than they otherwise would be, and more contented and willing to undergo the hardships of a sea-faring life. These facts are proved by records of the conduct of the boys of those schools in Her Majesty's service, and the merchant service, *before* they received (generally) the superior scientific instruction they now receive, and since.—(See Minutes of Committe of Council on Education, 1850-1.) I propose, therefore, that the Bristol Trade School should include a navigation school, and that boys coming from the surrounding National schools, and destined for the sea-service, should have the opportunity afforded them in this school of acquiring a thorough knowledge of navigation and nautical astronomy, of learning to observe with the sextant, and to compute from their own observations, and of being instructed (where the circumstances admit of it) in the mathematical principles of the rules which they employ, as the boys of the Greenwich schools are.

Besides the class of boys of which I have spoken, collected from the National schools of Bristol and its neighbourhood, the school should be thrown open generally to the inhabitants of Bristol. Small tradesmen, the higher class of mechanics, foremen, warehousemen, &c. &c., whose children may not have attended National schools, are, I think, likely to avail themselves of it.

Expense of maintaining school.

With reference to the expenditure requisite for the establishment and maintenance of the school, I have in the first place instituted inquiries at that department of the Board of Trade, which is especially established for promoting this class of schools, as to the support to be expected from it. I enclose to you the answer I have received from Dr. Lyon Playfair, its secretary.

Assistance to be expected from Government.

You will see that the preparation of the requisite diagrams, models, &c., has been entrusted to men of the highest eminence in their several departments of science, and that these will be supplied to trade schools at half-price. The Committee of Council on Education has also offered to elementary schools under inspection—and will probably extend to trade schools, constituted as *this* is proposed to be, as *advanced National schools*,—grants for the purchase of philosophical apparatus, to the extent of two-thirds of the cost.—(See Minutes 1852–53.) If the Committee of Council recognizes the school, it will also probably give a grant in aid of *alterations* in internal arrangements, desks, fittings, and augmentations of salary to the masters, provided that they have received its certificates: and it will give stipends for the support of apprenticed pupil-teachers. The assistance of the Committee of Council, although *probable*, is not certain; but of the very efficient assistance of the Board of Trade, there can, I think, from the letter of Dr. Playfair, be little or no doubt. He states that the Board of Trade "would be inclined to offer to teachers in art and science a guaranteed salary—that is to say, they would pay the difference between the fees and the guarantee during the period of the expenditure." The letter of Mr. Farrer, Secretary of the Marine Department of the Board of Trade, which I also enclose, gives ground to expect similar aid for the navigation school. Notwithstanding the extremely liberal aid thus offered, I am convinced that the school will have to depend chiefly on local resources for its maintenance, as it will on local zeal for its supervision and management.

School must mainly depend on local support.

Probable scale of expenditure.

The following may be taken as a scale of expenditure on which it may be commenced:—

	£
Salary of head master (with house) - - - -	100
,, second master - - - - - -	80
Incidental expenses - - - - - -	40
	£220

Occasional teachers necessary, in addition to those constantly employed.

Besides the head master and the second master, who should be trained schoolmasters, it will be necessary to secure the occasional services of other persons skilled in the practical application of the sciences to be taught. For *at present* masters are not, I fear, to be found trained specially as masters of trade schools, or possessing—with skill and experience as schoolmasters—the *technical knowledge* which such a school would require. The arrangement, which, under these circumstances, would perhaps be found practically the best, would be to seek a head master who, besides being a good teacher and school-keeper, should have a general knowledge of experimental science and of practical mechanics. The second master should be obtained from the Greenwich Hospital schools, where there is a body of pupil-teachers training to become masters of navigation schools. He would teach the navigation class; and, as he would be a good mathematician, he could, so long as the numbers are small, take, besides this class, the class of the trade school cor-

Head master.

Second master.

responding to the group of trades marked A, whilst the head master took groups B. and C.

Occasional teachers.

I have spoken of other masters as necessary for certain technical branches of instruction, and *that* especially, in the commencement of the school. To understand the necessity of this, in respect to one group of trades, we have only to look over the "Builders' Price Book." It will be found full of technical expressions, which require to be *interpreted* by some one familiar with them. Such a person would, I conceive, readily be found in Bristol. A young architect or surveyor, who could spare an hour, two or three times a week, to attend at the school to give a short lecture in explanation of such practical details, would fully answer the purpose. All the rest would be done by the head and second masters. The same is true of the trades and manufactures included under groups B and C, except that no single person would certainly be found capable of explaining the practical details of *all* the trades in either of these groups; although in each group different individuals would probably be found willing to give lectures in their own specialities.

Payment of occasional teachers.

The best way of providing for this technical instruction would, I think, at first, be to fix a certain sum as the remuneration of each lecture or lesson, and to embrace such opportunities as might arise of getting competent persons to give such lessons. The sum so fixed might be ten shillings. To provide for the expense of these technical lessons the guarantee offered by the Board of Trade might be asked. If two such lessons were given in each group of trades per week, the cost would be (taking 40 weeks in the school year) 120*l.* per annum.

Permanent masters to teach *sciences* on which trades depend.

For the mathematical, the mechanical, and the experimental *sciences*, which are the bases of all these trades, the masters permanently employed in the school must be held responsible. If, as is probable, the Committee of Council consents to apprentice pupil-teachers in the school or to allow stipends to assistant-teachers, one of these should be employed by each lecturer or master as a *Repeater* (*Repétiteur*), as he is called in the French schools.

Employment of pupil-teachers in the school.

He is an officer whose business it is to assist at every lecture, to make himself thoroughly master of it, aided by the lecturer's explanations and notes, and to *reproduce* or *repeat* it to the class, giving them fuller explanations, impressing it more fully on their minds, and, as it were, *compelling* the *reception* of it. It is to be understood that the salaries of these pupil-teachers would be paid altogether, and those of the assistant-teachers in part, by the Committee of Council.

One part of day to be devoted to technical instruction.

One part of the day (probably the afternoon) should be devoted exclusively to technical and the other to general scientific instruction.

Educational standard of admission.

An educational standard should be fixed for admission; which, for the present, may be *Reading*, *Writing*, and *Arithmetic* as far as the *Rule of Three*.

Fee for admission.

The fee should, I think, be sixpence per week, or five shillings per quarter, for the sons of workmen and tradesmen not employing journeymen, and one shilling a week, or ten shillings per quarter, for the sons of persons above that grade.

Scholars to be allowed to attend only half day.

It should be permitted to scholars, under certain circumstances, to attend during only one-half of the day—that half, for instance, when the technical instruction is given—but no difference should in this case be made in the fee.

Exhibitions to trade school may be founded in National schools.

Persons desirous of promoting the interests of particular National schools, and also of the trade school, would be able to do so by founding at such National schools Exhibitions to the trade school. This would be done at the cost of 1*l.* per annum for each Exhibition.

Number of persons in condition to benefit by trade school.

The number of separate establishments in Bristol, in which trades or manufactures, in some degree dependent on scientific principles, are carried on, being 1708, and some of these employing upwards of a hundred men, it is not perhaps too much to assume that, connected with each, there would on the average be not less than three persons in a condition to avail themselves, for their children, of the education of the Trade School, and who would derive benefit from doing so. If we include in this number those persons who, although not themselves employed in these trades or manufactures, are

desirous that their sons should be employed in them, it is I think certain that this estimate is not in excess. This will give 5,124 heads of families interested in the school, and in a position to benefit by it. It is not too much to assume that 150 boys would be collected from 5,124 families.

Probable number of scholars.

I have no information of the number of boys who enter the merchant service as apprentices from the port of Bristol annually; but judging from some statistics which I have received from the Navigation Schools established by the Board of Trade in the ports of London and Liverpool, of which one was attended during the winter months by upwards of 300, and the other by upwards of 200 scholars, I think it not unreasonable to calculate upon 50 scholars for the Bristol Navigation School. On the whole, therefore, I think that, if a really efficient Trade and Navigation School is established in Bristol, 200 scholars will soon be assembled in it. The fees of these scholars, at an average of 9*d.* per week each, will amount to 300*l.* If the existing subscriptions to the school are continued, it is therefore, I think, obvious that the school may be maintained, and that when the period to which the Board of Trade will limit its assistance shall have expired, it will be in a position to maintain itself.

Present funds of school adequate probably for its maintenance.

Considerable additional sum required to start school on new basis.

A considerable outlay will, however, have to be made in the outset to adapt the school to its new use. It will probably be necessary to divide the lower school-room into two, fitting up one-half as a laboratory, and the other as a lecture room. New fittings will be wanted for the rooms upstairs. The largest should be provided with a small gallery, and two or three small groups of parallel desks. The two smaller should also be fitted up with parallel desks, so as to serve for class lecture rooms. A considerable sum will be required to meet the Govern nent grants for the purchase of apparatus (which should be of the best kind), models, diagrams, &c., and for glass cases to contain and preserve them.

A master's house should be purchased with sum set apart for that purpose.

The sum of 482*l.* 9*s.* 2*d.*, set apart during the last 23 years from the income of the school, as a fund for the purchase of a master's house, is, I am informed, sufficient for that purpose, and should be forthwith applied to it. If a house could be purchased large enough to supply two rooms for the second master, besides accommodating the head master's family, it would be a great advantage.

Benefits which surrounding National schools would derive from the establishment of the Trade School.

In conclusion, I am desirous to call the attention of the Committee to the benefits which the surrounding National schools may be expected to derive from the establishment of the Trade School.

As, in the course of time, tradesmen, masters of ships,* &c., might be expected to give the preference to boys educated in this school, to obtain an exhibition to it could scarcely fail to be considered among the boys of a National school as a reward; thus a motive to remain longer at school would be afforded, and a public opinion of the school favourable to learning, as a means of advancement in life to a poor boy, would be created.

The character of the instruction in the National schools of Bristol could scarcely, moreover, fail to be influenced by that of the Trade School, receiving from it a more useful and practical bearing upon the pursuits of workmen, and the objects amongst which their lives are passed, so as to cause the occupations of after life to carry on the education of their minds, which was commenced at school, and which at present ceases altogether with school, their school-life being wholly unconnected with the avocations which follow it.

Proposed name of school.

The name of the school should, I think, be "The Bristol Trade and Navigation School." It would be expedient eventually to establish an evening trade school and an evening navigation school; but another staff of masters would be required for this, and a distinct expenditure. It would be impossible that the same master could teach both schools so as to do justice to them.

* A decided preference is given to boys educated in the Greenwich Hospital Schools, as well by the captains of merchantmen as by the Royal Navy.

I have no doubt that the views I have stated will, if the school go on, be greatly modified in the application of them. It will be a subject of much gratification to me, if they should serve as the basis on which the plan of a trade school for Bristol may, in some degree, be founded.

I have the honor to be, &c.

To the Committee of the Bristol Diocesan School Society.

(Signed) HENRY MOSELEY.

(A)

		Number of Tradesmen.
1	Appraisers	13
2	Architects	18
3	Builders	65
4	Cabinet makers	76
5	Carpenters	147
6	Glaziers	42
7	Marble masons	7
8	Masons and stone cutters	65
9	Painters	89
10	Paper hangers	19
11	Plumbers	43
12	Ship joiners	5
13	Surveyors	24
14	Tilers, Plasterers, &c.	61
15	Timber merchants	10
16	Timber factors	25
17	Timber measurers	5
18	Upholsterers	36
	(A) Total	750

(B)

1	Agricultural implement makers	5
2	Anchor smiths	3
3	Bed sacking makers	3
4	Bell founders	2
5	Bellows makers	5
6	Block makers	6
7	Brass founders	1
8	Brightsmiths and locksmiths	59
9	Chain cable makers	3
10	Copper smiths	9
11	Die sinkers	2
12	Drug grinders	2
13	Edge tool makers	4
14	Engineers	29
15	File makers	3
16	Gas fitters	21
17	Glass cutters	4
18	Glass bottle manufacturers	2
19	Sheet glass ditto	2
20	Plate glass ditto	1
21	Gunsmiths	6
22	Hat manufacturers	36
23	Iron founders	12
24	Iron manufacturers	2
25	Iron merchants	14
26	Ironmongers	46
27	Lathe and tool makers	2
28	Lead pipe makers	4
29	Sheet lead makers	8
30	Lead shot makers	1
31	Mathematical instrument ditto	4
32	Millers	6
33	Mill makers	9
34	Millstone makers	2
35	Nail makers	6
36	Opticians	6
37	Organ builders	7
38	Paper hanging makers	4
39	Paper makers	4
40	Piano forte makers	4
41	Pin makers	4
42	Plane makers	5
43	Printers' joiners	2
44	Printing press makers	1
45	Pump makers	8
46	Rope makers	13
47	Rule and gauging instrument makers	2
48	Saddlers' ironmongers	6
49	Sailcloth makers	1
50	Sail makers	9
51	Saw makers	5
52	Saw mills	8
53	Scale makers	3
54	Screw cutters	2
55	Shipwrights	9
56	Smiths	7
57	Sugar mill makers	3
58	Tin plate merchants	7
59	Tin plate workers	32
60 61	Tobacco and snuff manufacturers	10
62	Tool makers	2
63	Toy manufacturers	5
64	Truss makers	4
65	Turners	18
66	Twine spinners	6
67	Vice makers	3
68	Watch and clock makers	53
69	Watch tool makers	2
70	Wheel cutters	1
71	Wheelwrights	12
72	Wire manufacturers and workers	8
	(B) Total	600

(C)

		Number of Tradesmen.
1	Alkali makers	1
2	Alum makers	1
3	Annatto makers	1
4	Artists' colourmen	1
5	Artists in fireworks	3
6	Assayers of metals	3
7	Blacking makers	5
8	Blue and starch makers	2
9	Bone manure makers	3
10	Brass manufacturers	1
11	Brewers	3
12	Chemists, analytical and manufacturing	5
13		
14	Congreve light makers	3
15	Chemists and druggists	79
16	Dyers, calenders, &c.	13
17	Glass stainers	7
18	Glue makers	2
19	Gold beaters	3
20	Gold and silversmiths	32
21	Grease manufacturers	2
22	Gunpowder ditto	1
23	Ink makers	2
24	Ivory black ditto	2
25	Japanners	7
26	Black lead makers	1
27	White lead makers	1
28	Coloured leather dressers	2
29	Lime burners	9
30	Looking-glass makers	1
31	Maltsters	29
32	Mustard makers	2
33	Oil and colour men	19
34	Parchment makers	1
35	Plaster of Paris makers	3
36	Portland cement makers	3
37	Potters	13
38	Putty manufacturer	1
39	Rectifiers and distillers	3
40	Refiners of metals	3
41	Roman cement makers	3
42	Saltpetre and brimstone manufacturers	2
43	Ships' colour makers	3
44	Silversmiths	2
45	Enamelled slate manufacturers	1
46	Soap and candle makers	9
47	Soda water makers	12
48	Soda and alkali makers	2
49	Steel converter	1
50	Starch maker	1
51	Sugar refiners	4
52	Tallow melters and grease refiners	7
53	Tanners	12
54	Varnish makers	2
55	Vinegar makers	6
56	Vitriol makers	2
57	Watch gilders	2
58	Watch glass maker	1
59	White leather dressers	2
60	Whiting makers	2
61	British wine makers	8
62	Zinc manufacturers	2
	(C) Total	358

(18)	A	750
(72)	B	600
(62)	C	358
	Total	1,708

Prospectus of the Bristol Diocesan Trade School established in pursuance of the foregoing Letter.

The Committee of the Diocesan School Society give notice that their premises in Nelson Street have been altered, and will be opened as a day and evening trade school in January next.

The education intended to be given will include the usual subjects of an ordinary English course, and the principles of science with a special reference to trade and manufactures. The scientific lessons will be illustrated and practically applied by demonstrations and experiments in a laboratory fitted up for the purpose.

The religious instruction will be under the superintendence of a clergyman of the Church of England, appointed as chaplain. Such instruction will not be compulsory on the children of Dissenters, if an objection to their receiving it shall be made by their parents in writing.

The qualifications for admission to the day school will be a knowledge of reading, writing, and the first four rules of arithmetic, single and compound.

Terms for the day school :—	Per week.	Per quarter.
For the sons of artizans or other working-men -	0*s.* 4*d.*	3*s.* 6*d.*
For the sons of tradesmen, not employing journeymen - - - - - -	0 6	5 6
For others - - - - - -	1 0	11 0

For the evening school, four nights a week :—		Per week.
Reading, writing, arithmetic, &c. - - - -		0*s.* 6*d.*
Scientific lessons :—		
Chemistry,—Monday and Thursday -	Artizans and working-men - -	0 6
Mechanics and Physical Science,—Tuesday and Friday - -	Others - -	1 0

Fees to be paid in advance.

Chemistry or Physical Science may be attended separately :—

Terms for each course—Artizans and working-men -	0 4
„ Others - - - -	0 8

Day scholars may attend the evening school at half-price.

The Committee reserve to themselves fifty nominations for deserving pupils of the National and British schools of the city and neighbourhood, who will be admitted at a charge of twopence per week, on producing satisfactory testimonials of their good conduct and proficiency.

Applications for admission will be received on and after the 1st of January next.

Committee Room, Nelson Street, December, 1855.

Extracts from Letters addressed by the Secretary of the Committee of Council on Education to the Rev. Canon Moseley, as to the admissibility of the Trade School to receive aid out of the Parliamentary Grant for Education.

Extract from Letter dated 12 November 1855 :—

" The Lord President directs me to state that the attainments required of pupil-teachers by the Minutes of 1846 appear to his Lordship to have been specified with reference to an elementary school rather than a trade school.

" His Lordship considers the maintenance of this distinction to be a fundamental part of your scheme, and that any departure from it would involve the institution which you are establishing in all the evils under which National schools are labouring by reason of the low average of age among the scholars.

" His Lordship will give his best attention to your answer to these observations, but, at present, he is disposed to think that a trade school requires the agency of more mature assistants in order to maintain its distinctive character.

" As regards apparatus, his Lordship will advise the Committee of Council to make a grant equal to two thirds of the cost of articles to be named for approval."

Extract from Letter dated 19 November 1855 :—

" There would be no objection on the part of the Committee of Council to pay the stipends of assistant teachers, under the Minute of 23 July 1852, in the Bristol Trade School, having due regard to the number of scholars under instruction."

Extract from Letter dated 6 December 1855 :—

" The Committee of Council agrees to treat the Museum which it is proposed to establish in the premises of the Bristol Trade School upon the same footing as any other convenient depôt for specimens." *See* Minutes of 1850–1, Vol. I., p. 75.

CHARITY BOARDING SCHOOLS.

(No. 14.)

Committee of Council on Education, Council Office,
SIR, Downing Street, 13 January 1855.

Charitable institutions where children are lodged and boarded not objects for Parliamentary grant.

I AM directed to state that the class of public schools contemplated by the Minutes of this Committee are such as are attended daily by the children of the labouring classes from their own homes.

Asylums and other institutions in which children are lodged and boarded, as well as taught, and in which the object is eleemosynary rather than simply educational, do not fall under the class of schools in question.

While, therefore, it would give my Lords much pleasure to allow one of Her Majesty's Inspectors to visit the institution as soon as his official engagements permit, for the purpose of making a report thereon to the Committee of Council, for the information of the Governors, the inspection could not be permanently undertaken.

I am, &c.
(Signed) R. R. W. LINGEN.

Committee of Council on Education, Council Office,
REVEREND SIR, Downing Street, 8 December 1855.

I AM directed to inquire, in reply to your letter of the 5th instant, how the destitution of the children who are to be admitted into the institution is ascertained.

The Committee of Council does not grant public money in aid of boarding schools in any case where the boarders are not either homeless, or the inmates of homes from which it is an object of moral importance to remove them.

My Lords have always regarded the day-schools which children attend from their own homes, as the ordinary instrument of education for the labouring classes, and as the proper object of the Parliamentary grant.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

BUILDING GRANTS.

(No. 15.)

Committee of Council on Education, Council Office,
MADAM, Downing Street, 21 January 1856.

Accommodation required in teachers' residences.

I BEG leave to inform you that their Lordships' requirements, with reference to the size of a residence for a teacher, apply without distinction to all buildings of the kind. It has been found by experience that a residence which is too small for the accommodation of a married couple and a family, is often useless for the object intended by the promoters of such an endowment for a school.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

(No. 16.)

Committee of Council on Education, Council Office,
SIR, Downing Street, 19 February 1856.

I AM directed to return to you the enclosed memorial,* relating to the above-named school. *Promoters of new school buildings must state probable means of supporting school.*

My Lords consider it undesirable to waive the rule which requires the promoters of a new school to satisfy themselves as to the probable means of maintaining it, and to put such an estimate officially upon record.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

(No. 17.)

Committee of Council on Education, Council Office,
SIR, Downing Street, 28 February 1855.

The Minute of 2 April 1853 was adopted with especial reference to rural districts of small population. *Minutes of 2 April 1853 and 14 July 1855, do not affect the Order in Council of 3 June 1839, in regard to poor and populous places.*

The Minute of 14 July 1855 extended the Minute of 2 April 1853 to the whole country.

Neither of these two Minutes touched the Order in Council of 3 June 1839, with respect to "very poor and populous districts." These latter words, however, continue to be, as they always have been, interpreted most strictly, so as not to interfere with the maintenance of a general rate of aid.

The Order in Council of 3 June 1839 would not be applied to any locality which was not altogether exceptional in its character, nor further than to relax the condition that the grant of the Committee of Council might be half of the absolute expense (irrespectively of dimensions and of the local character of contributions).

As regards the Minutes of April 1853 and July 1855, the Committee of Council offer a certain grant per square foot, subject to two conditions, viz.:

1. That for every pound granted by the Committee of Council another pound be contributed from local sources; and
2. That the entire sum granted do not exceed one-half part of the total outlay.

Such deficiency as may remain, after fulfilling these conditions, may be met by any funds (local or other) which the promoters can command, but no public aid is available towards it from the grant for education.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

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* Extract from Form of Memorial paragraph viii. :—

"We expect to obtain the following sums annually towards the support of the school, viz.,—

	£	s.	d.
From annual subscriptions and donations - - -			
From annual collections - - - - - -			
From school-pence - - - - - -			
From annual produce of endowment - - -			
From other sources of income - - - - -			
Total - - - - - -			

QUEEN'S SCHOLARS AND STUDENTS.

(No. 18.)

Letter from National Society, communicating Suggestions respecting Queen's Scholars and other Students in Normal Colleges;—with Reply thereto from Committee of Council on Education.

National Society's Office, Sanctuary, Westminster,
SIR, 25 July 1855.

I AM desired by the principals and chaplains of Church of England training colleges under the inspection of Her Majesty's Privy Council, a meeting of whom was held in London on the 6th instant, to convey to their Lordships the expression of their opinion on the following matters:—

1st. They beg to suggest, in the case of an ordinary pupil (not a Queen's scholar) in a training school, who in the examination at the close of his first year's training shall have gained a place in the class list, and who leaves the training institution to take charge of a school before the end of his second year, that such a student should be visited with the same penalty which now attaches to a Queen's scholar who has acted in a similar way, and that he should forfeit the benefit arising from his place in the class list. Some such provision would, as it seems to them, materially tend to secure a uniform period of training for two years, of the advantage of which the principals and chaplains are fully sensible.

2nd. They are also of opinion that it would be very desirable that any teacher who has obtained a certificate or a place in the class list, and who wishes to improve that certificate, should be entitled to a Queen's scholarship at any training college, in order that he may enter such college for one year's training, taking his place among the second year pupils. Such an extension of the benefits of Queen's scholarships seems in accordance with the views already expressed by their Lordships, and would in the opinion of the principals and chaplains tend to promote a wholesome spirit of emulation and improvement among teachers already in charge of schools.

3rd. They further desire me to express their opinion that the payments made by their Lordships to the training schools on account of Queen's scholars ought to be uniform. It seems to them that the rate of payment now made on account of Queen's scholars of the first class ought to be allowed on behalf of *all* Queen's scholars. Such a payment will barely reimburse the training school for expense of maintenance actually incurred, independently of all cost of tuition. And inasmuch, as far as regards payments, the Committee of Council on Education stand *in loco parentis* to the Queen's scholar, it does not seem unreasonable to look for an annual allowance from their Lordships sufficient to cover the cost of maintenance.

The opinions of the principals and chaplains on the three foregoing matters apply equally to male and female training schools.

4th. I am desired by the principals of the training schools for masters to state that they have found the use of "Blackstone's Commentaries" in their respective institutions in several respects seriously inconvenient. All that can be fairly required from students upon the subjects of which Blackstone treats seems to be comprehended under the words "constitutional history," included in the scheme put forth by the Rev. Canon Moseley. And, so far as grammar is concerned, there are other books in common use in training schools which would answer the purpose better than "Blackstone's Commentaries."

I am, &c.

To the Secretary of the Committee of Council on Education, &c. (Signed) JOHN G. LONSDALE.

Committee of Council on Education, Council Office,
REVEREND SIR, Downing Street, London, 4 August 1855.

IN reply to your letter of the 25th ultimo, transmitting certain resolutions adopted at a meeting in London, on the 6th ultimo, of the principals and chaplains of Church of England training colleges under inspection, I am directed by the Lord President to state that the Committee of Council is at all times happy to have an opportunity of considering such an expression of opinion on the part of those by whom the practical work of education is conducted.

Adverting to the several points in the order in which they are enumerated in your letter, I am instructed to inform you that,—

1st. Their Lordships understand the proposal to be based upon the Minutes of 1851–2, vol. i., pp. 112—115, and the Minutes of 1854–5, p. 29.

The proposal, as worded, goes to the extent of making it impossible (at least in the case of a pupil-teacher) to obtain any certificate whatever at the end of one year's residence in a training college.

My Lords are not sure whether this is the exact meaning of the proposal; but if it be so, they must at once state that the rule which is laid down at page 28 of the Minutes (1854–5) appears to the Committee of Council to be as much as, under all circumstances, can prudently be done in favour of a second year's training.

In order to bring an *ordinary student* in the course of the second year within the operation of the rule which applies to a *Queen's scholar* of that standing, he must be put into the same position, *i. e.* he must have no college fee to pay.

If the case of a student so circumstanced (for instance, the holder of a private exhibition equal in value to the college fee) were presented to my Lords by the authorities of a college as one in which a second year's training, having been commenced, was wilfully and without reason interrupted, their Lordships would not refuse to consider whether the student should be allowed to derive any benefit from his examination at the end of his first year's residence.

Their Lordships desire, however, to record their opinion that normal training will be best prolonged by the same means which render it in the first instance attractive; and, therefore, my Lords are disposed to rely more upon differences made in favour of those students who complete a second year's residence than upon penalties against those who fall short of it, excepting always wilful departures from engagements.

2nd. Their Lordships consent, subject to the Minutes which at present regulate the terms of admission to examination for a certificate of merit, to extend the 7th section of the Minute dated 20th August 1853 to all certificated teachers who have not already resided more than one year in a training college under inspection. The value of the scholarship will be determined by the Minute of 14th July 1855, and the holder will be rated and examined, in all particulars, as for the second year.

Their Lordships appreciate the reasons which have induced the memorialists to make this proposition; and my Lords are anxious to give effect to those reasons. At the same time it is an important part of the policy of recent Minutes to attach increased weight to good *school-keeping*, and to make the progressive rating of teachers who have been once certificated depend upon this test rather than upon the *repetition of general examinations*. It will, by the proposed arrangement, rest with the principals of training colleges to determine what certificated teachers they will present as Queen's scholars; and my Lords wish it to be understood that the Committee of Council, in continuing to award exhibitions to such candidates, will not be unmindful of the views set forth in the Minutes (1854–5), p. 27.

3rd. This part of the memorial has been anticipated by the Minute of 14 July 1855.

4th. Their Lordships think it of much importance that the examination in grammar should be conducted upon the system indicated in Note § at page 18 in the Minutes (1854–5). My Lords are disposed to attach very little importance to general questions upon points of grammar in comparison with those questions which test the candidate's power of parsing, analyzing, and paraphrasing a given passage. For this purpose the Committee of Council regard it as most essential to found the examination in grammar upon a book which may be minutely studied as part of, and not in addition to, one of the other subjects. From this point of view, taking style and subject-matter together, their Lordships think that Canon Moseley showed admirable judgment in naming the "Extracts from Blackstone," and they must decline to alter this part of the syllabus.

I have the honor to be, &c.

The Rev. J. G. Lonsdale, (Signed) R. R. W. LINGEN.
National Society's Office, Sanctuary, Westminster.

ORAL EXERCISES IN NORMAL SCHOOLS.

(No. 19.)

Extract from Circular to Her Majesty's Inspectors of Schools.

Committee of Council on Education, Council Office,
Downing Street, 15 November 1855.

* * *

Oral exercise in teaching a class as part of annual examination in normal schools.

You will find the plan adopted at the last Christmas examination, in the case of the training schools for *females* (with the reasons for it), described at pp. 62–64 of their Lordships' Minutes for 1854–5, which you will be good enough to peruse carefully. A similar course will in future be followed by the Inspector of the training schools for *male* students.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools, &c.

NEEDLEWORK.

(No. 20.)

Circular to Her Majesty's Inspectors of Schools.

Committee of Council on Education, Council Office
SIR, Downing Street, 12 December 1855.

Exercise in needlework by female students.

I AM directed to forward for your information the enclosed copy of a letter, and Minute thereon.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools, &c.

(Copy.)

SIR, Training College, Salisbury, 11 December 1855.

THERE appears to me an opening for very great unfairness in connexion with the needlework.

A piece of work is to be done, viz., "the neck, front, and one shoulder of a shirt, the size of which should be left to the option of the matron of the training school."

Now, in planning *the size* of this said "neck, front, and shoulder." it appears left open whether this size should be made known to the candidates.

by the piece of cloth only, or by the threads being drawn. The one leaving to the student the whole process of planning, cutting out, and working with her needle; the other, simply drawing out the powers of needlework.

The one exercise takes much more time than the other. My object in writing, and in requesting an immediate reply, is not to discuss which is the best plan and which is the most desirable; but which is *actually decided upon*, and to be carried out by the candidates, on Saturday next; and to request that, should you consider it right, an order be given to each training institution for a similar work to be done by each and all in a similar manner.

Yours, &c.

(Signed) E. Douglas Tinling,
Her Majesty's Inspector.

To the Secretary of the
Committee of Council on Education.

Copy of Minute by Her Majesty's Inspector of Schools, Rev. F. C. Cook, on foregoing Letter.

"The rule has always been the same. The students have all the materials, but no assistance whatever. Four hours are generally considered sufficient, and the needlewomen say that they have no difficulty in deciding upon the value of the work. *It is fully intended that the candidates should plan and cut out the shirt.* This, indeed, is so essential that, to prevent mistakes, I would recommend that a letter be sent to the other Inspectors at once."

(Signed) F. C. C.

CAPITATION GRANTS ON HALF-TIME SYSTEM.

(No. 21.)

Committee of Council on Education, Council Office,
Sir, Downing Street, August 1855.

Adverting to the Minute of 29 April 1854, (half-time,) I am directed to request your attention to the following extract from an official letter, which expresses the views of the Committee of Council upon that subject:—

(Extract).

"Their Lordships do not consider that the Minute of 29 April 1854 is satisfied by an arrangement which merely provides that the boys shall attend school as they can be spared from work.

"My Lords intend the Minute of 29 April 1854 to operate as an encouragement to systematic arrangements for the continuance of instruction in school after the age of commencing labour.

"Whenever there are two boys of an age to be regularly employed, and wherever there is regular employment for one of them, it must be possible to arrange with perfect regularity for their working and going to school alternately, whether by alternate days, weeks, or months, the last period being, perhaps, the longest interval which should be allowed, and one of the other two being preferable.

"So far as the labour is too casual to admit of any such arrangement, the attendance must be measured by the original Minute of 2 April 1853. The Minute of 29 April 1854 remits eighty-eight days (one half) from the minimum period of attendance, not, however, absolutely, but in order that labour and instruction may be combined together upon some regular plan. So far as this regularity cannot be provided for, the Minute of 29 April 1854 does not apply."

The managers of schools should be referred to the Minutes of 1854–5, page 121, and it should be pointed out to them that a system of rural half-time may be greatly facilitated by inducing the employers of boy-labour to adopt the practice of resorting to the managers of the parish school in the first instance for the supply.

I have the honor to be, &c.
(Signed) F. R. SANDFORD.

To Her Majesty's Inspector of Schools, &c.

Committee of Council on Education, Council Office,
REVEREND SIR, Downing Street, 8 August 1855.

MY LORDS must decline to accept boys for capitation grants, under the Minute of 29 April 1854, (half-time,) unless the scheme settled for their attendance at school be such as to establish a certain degree of regularity.

The object of the Minute is not fulfilled by simply leaving the boys to attend so many days as they can be spared. Such a system offers no guarantee for sustained application.

(Signed) R. R. W. LINGEN.

SCIENTIFIC APPARATUS.

(No. 22.)

Committee of Council on Education, Council Office,
SIR, Downing Street, 26 April 1855.

To whom scientific apparatus belongs.

I AM directed to inform you that it is the managers of schools who are understood by my Lords to purchase, and who retain exclusive property in, the scientific apparatus towards acquiring which grants are made by the Committee of Council.

A master who is certified to be competent to use such apparatus, and who changes his school, must ascertain for himself, in this respect as in others, whether the new school fulfils the conditions which are laid down by the Minutes of the Committee of Council.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

LINEAR DRAWING.

(No. 23.)

Circular to Her Majesty's Inspectors of Schools.

Committee of Council on Education, Council Office,
SIR, Downing Street, 24 November 1855.

Progressive examination of pupil-teachers in drawing.

I AM directed to inform you that, by the advice of the Department of Science and Art, my Lords have consented to allow an exercise in linear geometry to be worked by all pupil-teachers who have been examined in free-hand drawing, whether they may have obtained prizes or not for the latter exercise.

By following out this arrangement with the exercises of each of the subsequent years,* pupil-teachers will pass regularly, in the consecutive years of their apprenticeship, through the course of instruction in drawing prescribed by the Minute of 26 January 1854, whatever may be the success of their performances at the end of each of the five stages of that course.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools.

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* Minutes of 1853–4, vol. i. pp. 38, 39.

DISTRIBUTION OF MINUTES AND REPORTS.

(No. 24.)

Committee of Council on Education, Council Office, Downing Street.

Vols. of Minutes.

THE Secretary of the Committee of Council on Education is directed to state that copies of their Lordships' "Minutes" are sent to all schools under inspection, *for the use of the managers and teachers.*

The number of copies printed does not admit of their being supplied in answer to applications generally, or in a greater proportion than that of one copy to each school under inspection.

The distribution of so large a number of volumes throughout the country necessarily occupies a considerable time. The managers of schools under inspection may rely, however, upon receiving the volumes at as early a period as may be, after the presentation of them to Parliament.

The "Minutes," like any other Parliamentary publications, may be purchased from Mr. Hansard, Printer to the House of Commons.

Committee of Council on Education, Council Office, Downing Street.

Inspectors' tabulated reports.

THE Secretary of the Committee of Council on Education is directed to state that the printed copies of the Inspectors' tabulated reports, comprising such schools as the Inspectors have been able to visit within the twelve months ended on the 31st of August, are circulated in the several districts to which they respectively refer, but no longer form part of the general volume.

EXAMINATION PAPERS.

(No. 1.)

GENERAL EXAMINATION OF TRAINING SCHOOLS.

CHRISTMAS 1855.

MALE STUDENTS.—FIRST YEAR.

All your answers are to be written on this paper. Answers written on an other paper will not be looked over.

You are not permitted to answer more than one question in each section.

Before beginning your answers, you are to fill up the following table, so fa it applies to you:—

The Name of the Training School at which you are now being examined.	*Your Christian Name and Surname* in full, *and the* current *Year of your Age.*	*Do you attend this Examination as—* 1. *A resident Student?* 2. *A Teacher to be examined for a Certificate of Merit, and* from what School?	*If you are, or have been, a Student, stat the Month and Year in which you entere the Training School and the Month and Year in which you left it.*

1. THE HISTORY, CHRONOLOGY, AND GEOGRAPHY OF THE BIBLE.

2. THE GOSPEL ACCORDING TO ST. JOHN.

(Three hours allowed for this paper.)

Section 1.

1. Describe the situation and give a brief account of Dan, Samari Shechem, and Hebron.
2. Describe Jerusalem, and draw a plan of it.
3. Describe the river system of Syria, including Palestine.

Section 2.

1. Write a short history of Moses.
2. Give an analysis of the book of Genesis.
3. Write a history of David.

Section 3.

1. Give an account of the prophet Jeremiah, with the dates of the death Josiah, and of the last siege of Jerusalem.
2. Mention the prophets who prophesied in the northern kingdom betwe its revolt and its captivity.
3. Write a short outline of the history o Israel, from Jeroboam I. to Hos inclusive.

Section 4.

1. Describe the means which Solomon took to increase the wealth of l kingdom.
2. Describe the Temple.
3. Enumerate the Jewish fasts and festivals, and mention the occasion the institution of each, its typical meaning, and the manner of its observan

Section 5.

1. What do we know from the Bible of the evangelist St. John?
2. In what respects does the gospel of St. John differ in character from the other three?
3. Mention any apparent discrepancies between St. John and the other evangelists, and show how they may be explained.

Section 6.

1. What miracles are recorded only by St. John, and what are common to him with the other evangelists?
2. Describe the interview between our Lord and the woman of Samaria.
3. Give an account of our Lord's discourse to the people after the feeding of the five thousand, and of its effect.

Section 7.

Explain one of the following passages:—

1. If I have told you earthly things and ye believe not, how shall ye believe if I tell you of heavenly things?
2. If he called them gods unto whom the word of God came, and the Scripture cannot be broken; say ye of him whom the Father hath sanctified and sent into the world, thou blasphemest, because I said, I am the Son of God?
3. And when he is come he will reprove the world of sin, of righteousness, and of judgment; of sin because they believe not on me; of righteousness because I go to the Father, and ye see me no more; of judgment because the prince of this world is judged.

Section 8.

1. On what occasions does St. John mention that the Jews found fault with our Lord for not observing the Sabbath? and what answer did our Lord make to their objections?
2. Write out St. John's account of our Lord's trial before Pilate.
3. Mention any words which are used in a peculiar sense by St. John, and explain them.

CATECHISM, LITURGY, AND ECCLESIASTICAL HISTORY TO THE COUNCIL OF CHALCEDON.

(Three Hours allowed for this Paper.)

Section 1.

1. Write out My duty to my neighbour.
2. Point out under which commandment each of its precepts falls.
3. Give Scripture texts to illustrate these precepts.

Section 2.

What books or chapters in the Bible specially illustrate

1. The communion of saints. 2. The forgiveness of sins.
3. The resurrection of the dead?

Section 3.

1. What are the chief Christian fasts and festivals: and what does each commemorate?
2. On what principle are the daily and Sunday lessons arranged?
3. Write out the deprecations in the Litany: and comment upon them.

Section 4.

1. Give a list of the great ecclesiastical writers between the years 200 and 450 A.D.

2. Give an outline of the history of the Gnostic heresy, and its teachers.
3. What controversies, either with heretics, or within the church, were

Section 5.

Write an account of—
1. Origen. 2. Athanasius. 3. Augustine.

Section 6.

1. Give the history of the Nicene Creed.
2. Are there any traces in the first four centuries of the papal power, such as it existed in the middle ages?
3. What were the consequences, for good and for evil, of the conversion of Constantine?

ENGLISH GRAMMAR.

(Three Hours allowed for this Paper.)

Every candidate is required to write out the paraphrase and do the parsing. Besides this, he is to choose one question in each of the other sections.

Paraphrase the following passage:—

3. The doctrine of hereditary right does by no means imply an indefeasible right to the throne. No man will, I think, assert this, that has considered our laws, constitution, and history without prejudice, and with any degree of attention. It is unquestionably in the breast of the supreme legislative authority of this kingdom, the king and both houses of parliament, to defeat this hereditary right, and by particulars, entails, limitations, and provisions, to exclude the immediate heir, and vest the inheritance in any one else. This is strictly consonant to our laws and constitution, as may be gathered from the expression so frequently used in our statute book, of "the king's majesty, his heirs, and successors." In which we may observe, that as the word "heirs" necessarily implies an inheritance, or hereditary right, generally subsisting in the royal person; so the word "successors," distinctly taken, must imply that this inheritance may sometimes be broken through; or that there may be a successor without being the heir of the king.

Section 1.

Parse the following sentence:—

This is strictly consonant to our laws and constitution, as may be gathered from the expression, so frequently used in our statute book, of "the king's majesty, his heirs and successors."

Section 2.

No man will . . . . . any degree of attention.

1. What part of speech is "*that*"? In what other ways may the same word be used? Give examples. When may the relative be omitted in English?
2. What part of the verb are "assert," and "considered," if taken *alone*? What parts of every verb are incapable of making a complete assertion? And to what other parts of speech are they most nearly equivalent? Prove the point by examples.
3. Analyse the above sentence into its component parts, and show their relation to each other.

Section 3.

In which we may observe . . . . heir of the king.

1. What is the antecedent to "*which*"? What do "*subsisting*" and "*taken*" agree with? What parts of speech are "*through*" and *being*"? In what case are "*heirs*" and "*heir*" respectively, and why?

2. Point out *all* the conjunctions in the above sentence, and show which words or clauses they couple. Point out, likewise, all the adverbs, and show what words they qualify.

3. Parcel out the above passage into simple sentences, and show how they stand connected grammatically with each other.

Section 4.

1. In the whole passage given to paraphrase, point out all the prefixes, or affixes, or both; and show what each of them signifies.

2. Give the roots of as many of the following words as you are able, with their literal meanings:—

Doctrine — hereditary — indefeasible — imply — constitution — prejudice — degree — attention — unquestionably — supreme — parliament — particular — limitations — provisions — exclude — consonant — expression — successors.

GEOGRAPHY.

(Three Hours allowed for this Paper.)

Section 1.

Describe in words the coast of—

1. Spain. 2. Italy. 3. Scotland.

Section 2.

Describe (in words) one of the following coast lines—

1. The west coast of America.
2. The coast of Asia from Behring's Straits to the mouth of the Ganges.
3. The coast of Europe from Brest to Constantinople.

Section 3.

Describe (in words) the mountain and river systems of—

1. Russia. 2. France. 3. Ireland.

Section 4.

1. Mention the chief lakes in Europe and the rivers which feed and empty them.

2. Trace the line which separates the waters which flow westward in England from those which flow eastward.

3. Give a precise account of the Swiss territory.

Section 5.

Draw an outline map of France.

Section 6.

Draw an outline map of the Mediterranean Sea, including the Archipelago.

ENGLISH HISTORY.

(Three Hours allowed for this Paper.)

Section 1.

Give an account of—

1. The life and reign of Alfred; or,
2. The government of England by the Danes; or,
3. The Saxon laws and constitution.

Section 2.

1. Give a list of the English sovereigns from the Conquest, with the title of each to the throne.
2. Macaulay says—"During the hundred and six years which preceded the union of the Roses, nine kings reigned in England. Six of these nine kings were deposed. Five lost their lives as well as their crowns." Verify this statement in detail.
3. To what circumstances must we ascribe the difference between the history of the English parliament and that of the similar institutions on the Continent?

Section 3.

1. Give the dates, occasions, and consequences of the battles of Evesham, Tewkesbury, and Worcester.
2. Give an account of the war of Edward III. with France.
3. Give an account of the war between Charles I. and his parliament.

Section 4.

1. What were the grounds of dispute between Anselm and William Rufus, and between Thomas à Becket and Henry II., and how was each dispute finally settled?
2. Sketch the changes of religion in this country during the sixteenth century.
3. What were the leading provisions of the Toleration Act in the reign of William III., and by what subsequent measures have the same principles been extended in their operation?

Section 5.

1. What were the most important provisions of Magna Charta? How was this great guarantee for liberty obtained?
2. Mention instances in which English sovereigns have endeavoured to raise money without the consent of parliament.
3. Compare together Magna Charta, the Petition of Rights, the Habeas Corpus Act, and the Bill of Rights, and show how they supplement one another.

Section 6.

1. Give the dates and the occasions when the English obtained possession of Jamaica, Canada, Van Diemen's Land, and Gibraltar.
2. Give a brief account of the American War of Independence.
3. Give the outline of the growth of the present British colonial empire.

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

[*Write the first line of your first answer as a specimen of copy-setting in* large-hand, *and the first line in your second answer as a specimen of copy-setting in* small-hand.]

Section 1.

Describe one of the following methods of teaching to read, and point out its advantages and disadvantages:—

1. The alphabetic method. 2. The phonic method.
3. The look-and-say method.

Section 2.

1. Describe Mulhäuser's method of teaching to write.
2. Describe the method proposed by Locke, and point out its advantages and disadvantages.
3. Compare the two methods, and explain which you would use with a child that fell behind the class in penmanship.

Section 3.

1. What general rules can be traced in the pronunciation of the English vowels?

2. Explain the system on which the English alphabet has been framed, giving the reasons for the name of each letter.

3. Describe a series of dictation lessons graduated so as to illustrate the difficulties of English spelling.

Section 4.

Describe the best method of teaching—

1. Notation, or 2. Subtraction, or 3. Division.

MUSIC.

(Three Hours allowed for this Paper.)

1.—The questions in Division II. are not to be attempted by any *candidate of the first year* who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the questions in Division II.

2.—Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.

Division I.

Section 1.

1. What is meant by *common, triple,* and *compound* time, and what by *accent?*

2. Describe what is meant by the diatonic, and what by the chromatic scale?

3. What is transposition? What are its advantages in vocal music, and how does it render necessary the use of sharps and flats?

Section 2.

1. What is meant by a unison, an interval, a sharp, a flat, a dotted note, and a bar?

2. Explain the meaning of the terms tonic, dominant, sub-dominant, and leading note of the scale?

3. What are the terms employed to designate the various registers or pitches of the human voice?

Section 3.

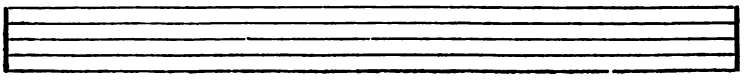
1. Give the position of the semitones in the major and minor scales ascending and descending, and state what accidentals are employed in the ascending minor scale.

2. What is the inversion of an interval? Give the figuring of the inversions of the common chord and of the chord of the dominant seventh.

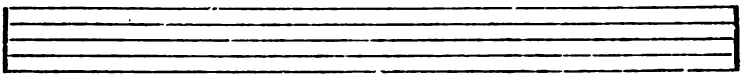
3. Modulation is a change of key: explain what is meant by *natural* or *relative, gradual,* and *abrupt* modulation?

Division II.

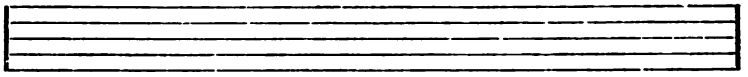
1. (*a*) Write a bar of common time (1) in minims; (2) in crotchets and quavers; (3) in crotchets and semiquavers;



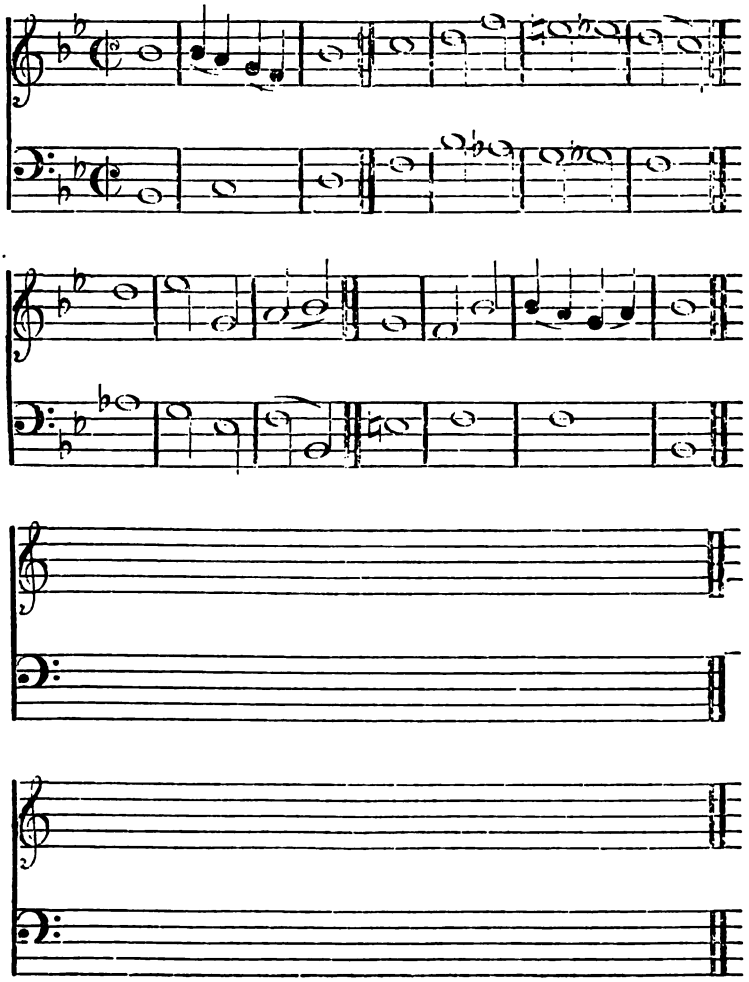
(*b*) Also a bar of triple time with one minim and one crotchet, prefixing the proper signature.



(*c*) Fill both bars with triplets.



2. In every scale we have six common chords: how many of these are major, and how many minor, and where do they respectively fall? In the key of C, what notes form the imperfect fifth?

3. Transpose the following chant into the key of G.

4. Show by a diagram the full vocal scale, or all the natural notes of the human voice, and mark therein the treble, bass, and intermediate registers distinctly by their appropriate cleffs.

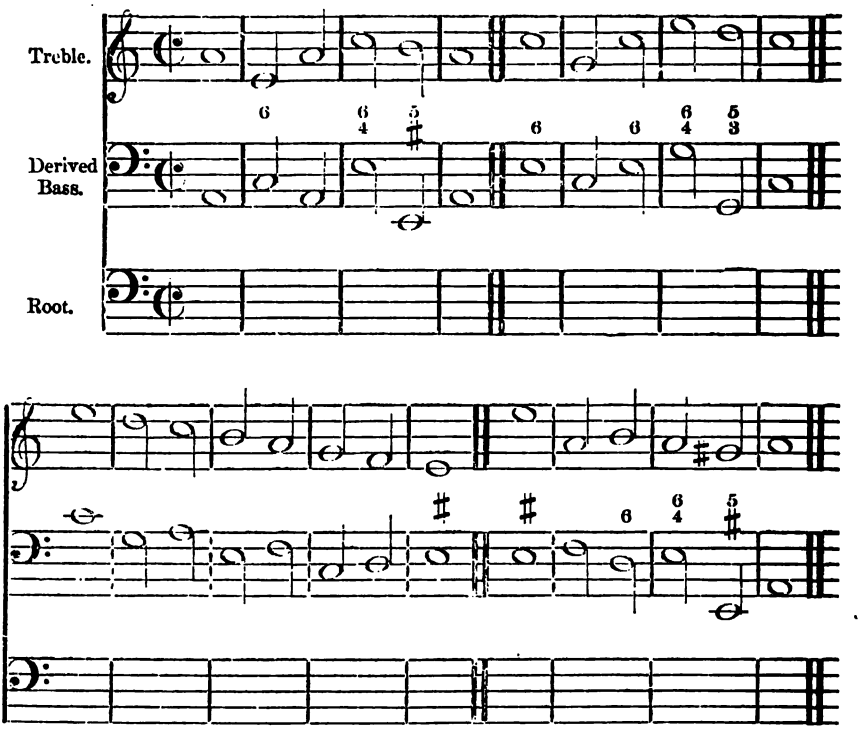
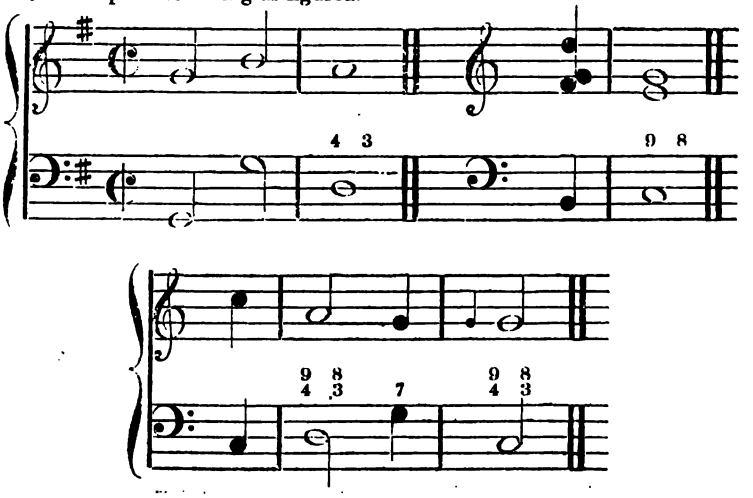
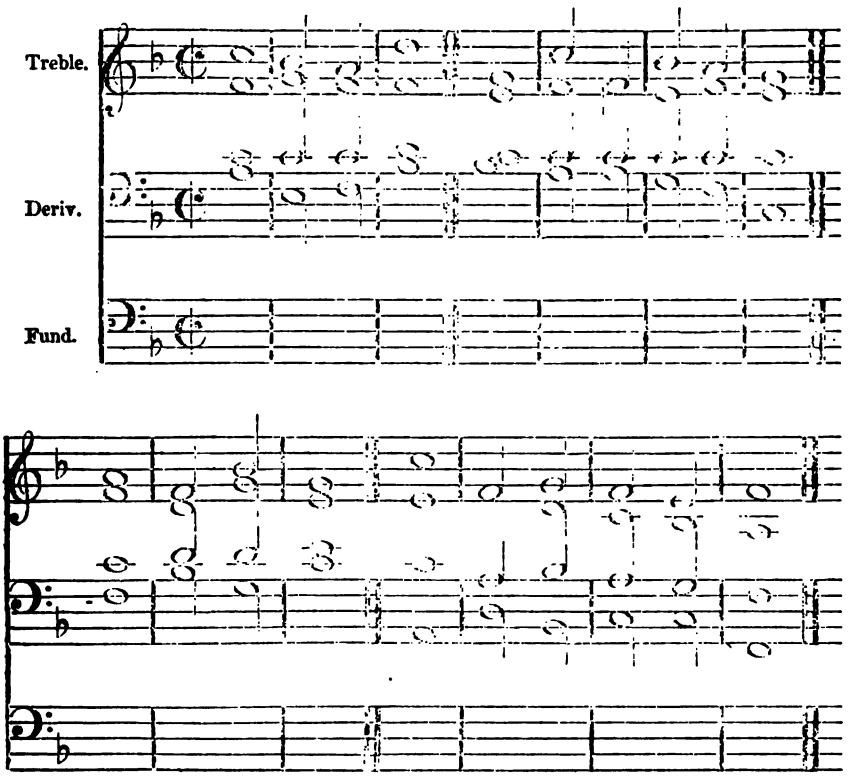
5. Complete the following synopses of keys in the major and minor modes.

MAJOR MODE.

C	D	E	F	G	A	B	C
G	A	B	C	D	E	F♯	G
D							D
A							A
E							E
B							B
F♯							F♯
C♯							C♯
F							F
B♭							B♭
E♭							E♭
A♭							A♭
D♭							D♭
G♭							G♭
C♭							C♭

MINOR MODE.

Descending	A	G	F	E	D	C	B	A
Ascending	A	B	C	D	E	F♯	G♯	A
Descending	D							D
Ascending	D							D
Descending	G							G
Ascending	G							G
Descending	C							C
Ascending	C							C
Descending	F							F
Ascending	F							F
Descending	B♭							B♭
Ascending	B♭							B♭
Descending	♭							E♭
Ascending	E♭							E♭
Descending	E							E
Ascending	E							E
Descending	F♯							F♯
Ascending	F♯							F♯

6. Fill up the harmonies of the following Psalm tune, and in the third stave insert the roots of the inversions of the common chord.

7. Fill up the following as figured.

8. The three inversions of the chord of the dominant seventh are introduced into the following chant. Point them out by the appropriate figuring for each inversion, inserting the figures between the derivative and fundamental bass staves, and placing in the lowest stave the root of each inversion.

ARITHMETIC.

(Three Hours allowed for this Paper.)

Section 1.

Show from first principles—

1. How to calculate values by practice.
2. How to divide one fraction by another.
3. How to reduce a circulating decimal to a vulgar fraction.

Section 2.

1. Standard gold being coined at the rate of 3*l.* 17*s.* 10½*d.* per oz., what is the smallest number of ounces that can be coined into an exact number of sovereigns?

2. A watch, set accurately at 12 o'clock, indicates 10 minutes to 5 at 5 o'clock, what is the exact time when the watch indicates 5 o'clock?

3. If incomes above 150*l.* pay 7*d.* in the pound, and incomes below 150*l.* pay 5*d.*, what income above 150*l.* is practically equivalent to 149*l.* 19*s.* 11¾*d.*?

Section 3.

1. If a job can be finished in 45 days by 35 men, and if the men drop off by 7 at a time at the end of every 15 days, how long will it be before the job is finished?

2. The weekly receipts of a railway company are 4,800*l.* 15*s.* 6*d.* The expenses of working are 13,303*l.* 7*s.* 2*d.* per calendar month. Their capital is 2,000,000*l.* What dividend per cent. can they pay?

3. A person invests 4,800*l.* in the four per cents. at 80, and at the end of each year invests the dividend which becomes due in the same stock at the the same price. Find his dividend at the end of the third year.

Section 4.

1. A tax of 530*l.* is to be raised from 3 towns, the numbers of inhabitants of which are respectively 2,500, 3,000, and 4,200. How much should each town pay, and each person in it?

2. A person purchases a hundred shares in a company for 3,500*l.*; after having received four half-yearly dividends of 15*s.* 4*d.*, 20*s.* 10*d.*, 30*s.* 4*d.*, and 38*s.* 9*d.* a share, he sells at a profit of 43*l.* per cent. Reckoning the interest of money at 4 per cent. per annum, how much has he gained above that interest on the transaction?

3. A. and B. can finish a piece of work in $1\frac{1}{2}$ days; A. and C. in 2 days; B. and C. in 3 days. If 6*s.* is paid for the piece of work, what are a day's wages of each workman?

Section 5.

Work the questions in this section decimally, and state the result in decimal coinage.

1. A bankrupt owes me 360*l.* 16*s.* 0*d.*, and pays 13*s.* 4*d.* in the pound. What shall I receive?

2. A grocer buys 567 cwt. of sugar at 1*l.* 19*s.* $10\frac{1}{2}$*d.* per cwt., and mixes it with 1,161 cwt. at 2*l.* 2*s.* $6\frac{1}{2}$*d.*; at what price per lb. must he sell the mixture to realize a profit of 12 per cent.?

3. What is the difference between the present value of 750*l.* due 9 months hence at 5 per cent. per annum, and 720*l.* due 2 months hence at 3 per cent. per annum?

Section 6.

1. How much will the turfing of a round plot cost at 4*d.* per square yard if the diameter be 180 feet, and a circular fountain 18 feet in diameter be left in the middle?

2. A ship's hold is 102 feet long, 40 feet broad, and 5 feet deep; how many bales can be stowed into it, each 3 feet 6 inches long, 2 feet 3 inches broad, and 2 feet 6 inches deep, leaving a gangway of 4 feet broad?

3. What is the expense of tiling a house at 25*s.* per square of 100 feet, the length of the house being 50 feet, the breadth 30 feet; the girt over being $\frac{2}{3}$ the breadth of the house, and the eaves, which project 1 foot on each side, being reckoned into the work?

ALGEBRA.

(Three Hours allowed for this Paper.)

Section 1.

1. Add $2a + b + c$, $3a - (b - c)$, $6c + a - b$, and $b - (6a + 8c)$.
2. Multiply $3a^2 + 2ax - x^2$ by $a^2 - 2ax + 3x^2$.
3. Divide $a^5 - x^5$ by $a^3 - x^3$.

Section 2.

1. Divide $x^4 + y^4 - z^4 + 2x^2y^2 - 2z^2 - 1$ by $x^2 + y^2 - z^2 - 1$.
2. Find the greatest common measure of
   $6x^4 - 25a^2x^2 - 9a^4$ and $3x^3 - 15ax^2 + a^2x - 5a^3$.

3. Reduce to lowest terms

$$\frac{4a^3cx - 4a^3dx + 24a^2bcx - 24a^2bdx + 36ab^2cx - 36ab^2dx}{7abcx^3 - 7abdx^3 + 7ac^2x^3 - 7acdx^3 + 21b^2cx^3 + 21bc^2x^3 - 21b^2dx^3 - 21bcdx^3}.$$

Section 3.

1. Extract the square root of $1 + 2x + 7x^2 + 6x^3 + 9x^4$.

2. Reduce to simplest form $\sqrt{128} - 2\sqrt{50} + \sqrt{72} - \sqrt{18}$.

3. Extract the square roots of $8\sqrt{3} - 6\sqrt{5}$; of $3\sqrt{3} + 2\sqrt{6}$; of $\frac{1}{2}\sqrt{18} + 2$; of $6 + \sqrt{8} - \sqrt{12} - \sqrt{24}$.

Section 4.

Solve the equations—

1. $\frac{6-5x}{15} - \frac{7-2x^2}{14(x-1)} = \frac{3x+1}{21} - \frac{2x-2\frac{1}{5}}{6} + \frac{1}{105}$.

2. $xy = 3(x+y)$
   $xz = 8(x+z)$
   $7yz = 9(y+z)$.

3. (*a*) $3x^2 = 5x^4 - 8x^2 - 306$.
   (*b*) $\left\{\begin{array}{l} x^4 + y^4 = 337 \\ xy = 12 \end{array}\right\}$

Section 5.

1. Find the fraction which, if 1 be added to its numerator, becomes $\frac{1}{3}$, and if 1 be added to its denominator, becomes $\frac{1}{4}$.

2. Find a number of two digits, to which if the number formed by reversing the digits be added, the sum will be 121, and if subtracted, the remainder will be 9.

3. A. and B. lay out equal sums in trade. A. gains 100*l*., and B. loses so much that his money is now only $\frac{3}{5}$ of A.'s. But if each gave the other $\frac{1}{3}$ of his present sum, B.'s loss would be diminished by $\frac{1}{3}$. What had each at first?

Section 6.

1. A farmer bought some sheep for 72*l*., and found that if he had received six more for the same money he would have paid 1*l*. less for each. How many did he buy?

2. A brigade is marching in column with 5 men more in depth than in front, but on the enemy coming in sight they form 5 deep, and so increase the front by 845 men. How many men were in the brigade?

3. Two trains start at the same time to run 1,200 miles, but one runs 10 miles an hour faster than the other, and consequently arrives 10 hours sooner. What was the speed of each?

EUCLID.

(Three Hours allowed for this Paper).

Section 1.

1. The angles at the base of an isosceles triangle are equal, and if the equal sides be produced, the angles at the other side of the base are equal.

2. Parallelograms upon the same base and between the same parallels are equal.

3. To a given straight line to apply a parallelogram, which shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

Section 2.

1. If a straight line be divided into any two parts, the square of the whole line shall be equal to the sum of the squares of the parts, together with twice the rectangle contained by the parts.

2. If a straight line be divided into any two parts, the squares of the whole line, and of one of the parts, are equal to twice the rectangle contained by the whole and that part, together with the square of the other part.

3. Divide a straight line so that the rectangle contained by the whole line and one part, shall be equal to the square of the other part.

Section 3.

1. Equal straight lines in a circle are equally distant from the centre, and conversely those which are equally distant from the centre are equal.
2. The opposite angles of any quadrilateral figure inscribed in a circle are together equal to two right angles.
3. If two lines intersect each other either within or without a circle, and also intersect the circle, the rectangle contained by the distances from the point of intersection of the two lines to the points where one of those lines intersects the circle, shall be equal to the rectangle contained by the distances from the point of intersection of the two lines to the points where the other line intersects the circle.

Section 4.

1. Describe a circle about a given triangle.
2. To describe a square about a given circle.
3. Describe a regular quindecagon in a given circle.

MECHANICS.

(Three Hours allowed for this Paper.)

Section 1.

1. What is the modulus of a machine, and upon what does it depend?
2. Define the centre of gravity, and show how to find the centre of gravity of a triangle.
3. Show how to find the action resulting from several unequal pressures bearing in different directions on one point, but all in one plane, and calculate the result of three forces equivalent to 8, 9, and 10lbs. respectively, whose directions make angles of 120° with one another.

Section 2.

1. In a locomotive engine the area of the piston is 120 inches, the length of the stroke 20 inches, the pressure of the steam 50lbs., the effective evaporation ·75 cubic feet per minute, the diameter of the driving wheel 6 feet. Required the speed.
2. The length of the stroke in an engine being 15 feet, the pressure of the steam 45lbs., and the resistance of the vapour in the condenser, together with the friction of the engine, being 5lbs. per square inch of the piston: required the point at which the steam should be cut off.

Section 3.

1. In a balance, whose arms have been accidentally bent out of shape, an article is found to weigh 2lbs. in one scale and 1lb. 2ozs. in the other; what is the real weight?
2. What weight may be lifted by a force of 70lbs. acting through a system of pulleys, in which each pulley hangs by a separate string, there being 5 pulleys, and the friction of each pulley being $\frac{1}{7}$ of the weight upon it?
3. In a compound screw the length of the lever is 5 feet; the distance between the threads of the large screw is 1 inch, and that between the threads of the small one is $\frac{7}{8}$ inch; a pressure of 60lbs. is applied to the lever. Friction being calculated at $\frac{1}{10}$ of the pressure, find the force applied to the press board.

Section 4.

Draw a diagram and describe the action of the parts,
1. Of a pump. or, 2. Of a locomotive.

Section 5.

Draw a diagram and describe the action of the parts,
1. Of a door lock. or, 2. Of a kitchen clock.

LATIN.

In each section the first question is the easiest, and the third the most difficult. An easy question answered completely is of more value than a difficult question answered imperfectly.

Section 1.

Into how many classes, or parts of speech, are the words of the Latin language divided? Which of these are declinable, and which are indeclinable?

2. Give the termination of the genitive and dative cases, singular and plural, in each of the five declensions of nouns.

3. To what case or cases in Latin grammar does the objective case in English grammar correspond? With what cases are prepositions used? What are the usual significations of the ablative case?

Section 2.

1. What is a pronoun? Decline the pronoun *ego*.

2. Give some general rules for the formation of the *comparative* and *superlative* degrees of adjectives. Compare *bonus, tener, superus*.

3. Decline the pronoun *se;* and explain clearly the difference between the following expressions: "sui amicus," "ejus amicus," "suus amicus."

Section 3.

1. What is meant by the conjugation of a verb? How may the four conjugations of Latin verbs be most readily distinguished?

2. Give the present indicative, perfect indicative, first supine, and infinitive, of some verb in each of the four conjugations.

3. What is meant by the mood or mode of a verb? Explain the force of the four moods, with examples.

Section 4.

1. Give the first person singular of each tense of the verb *sum*, throughout its conjugation, with the English in each case.

2. Compare the use of auxiliary verbs in Latin and in English. Give the perfect, supine, and infinitive of eo (I go), fero (I bear), edo (I eat), gaudeo (I rejoice).

3. What is meant by a deponent verb? What peculiarity is there in its participles, present and future? Illustrate your answer in the case of utor (I use).

Section 5.

1. Combine, correctly, with the noun pater (father), the following prepositions, giving the meaning in each case: Ad, contra, ab, penes, coram, sine.

2. What is meant by concord (1) between adjectives and nouns, (2) between nouns and verbs. Give examples illustrative of each.

3. Translate the following passage into Latin:

A brave and great spirit is seen chiefly (in) the contempt of external
fortis animus cernere maxime despicientia
things, since a man ought to wish (for) nothing except what is
cum oportere (subj.) optare nihil nisi (subj.)
good and proper.
decorus.

WELSH.

(Two Hours allowed for this Paper.)

(1.) Translate into English *one* of the two following passages:

Gwae neb sydd yn dymuno dydd yr Arglwydd: beth yw hwnnw i chwi? tywyllwch, ac nid goleuni yw dydd yr Arglwydd. Megis pe ffoai gwr rhag

llew, ac arth yn cyfarfod ag ef; a myned i'r ty, a phwyso ei law, ar y pared, a'i frathu o sarph. Oni bydd dydd yr Arglwydd yn dywyllawch ac nid yn oleuni? yn dywyll iawn, ac heb lewyrch ynddo?

Mae dawns yr Arabiaid, y Debké, fel ei gelwir, yn gyffelyb mewn rhai pethau i dawns yr Albaniaid, ac nid ydyw y dawnswyr yn llai eu tanbeidrwydd mewn ystumiau, neu yn llai rhyfedd yn eu cyffroadau, na 'r mynyddwyr gwylltion hynny. Ffurfient gylch, gan ddal y naill y llall gerfydd y llaw, ac ymsymmud yn araf oddi amgylch ar y cyntaf, ac yna gwnaent gammau cymmysgdro, gan nyddu eu cyrph i amrywiol agweddau.

(2.) Parse fully *one* sentence in the passage which you have translated: explaining, carefully, the literal mutations in it.

(3.) Translate into Welsh:

"One of the most sacred duties we have to perform, is to train up the young in the duties of religion and loyalty. We must teach them to deserve well of their country, and therefore to be themselves worthy of it:—not encouraging them to self-will, or obstinacy; but imbuing them with the spirit of docility and obedience:—not nursing them in indolence and cowardice; but making them active, industrious, and always ready to bear arms in defence of their sovereign."

MALE STUDENTS (*continued*).—SECOND YEAR.

I. THE ACTS OF THE APOSTLES.
II. THE EPISTLE TO THE ROMANS.

(Three Hours allowed for this Paper.)

Section 1.

1. Give an account of the first appointment of Deacons. Where does the word Deacon occur in the Bible, and in what connexion? What is to be said of the duties of the office?

2. What is recorded, in the Acts, of Barnabas, Timothy, Titus, and Silvanus?

3. What are the leading divisions of the Book of the Acts, and what are the most striking characteristics of each division?

Section 2.

1. Narrate the events of St. Paul's first apostolical journey.

2. In chap. iv., verse 21, we read of the apostles, that the Jewish rulers "let them go, finding nothing how they might punish them, because of the people."

In chap. xxii., verse 22, we read of St. Paul, that the multitude "lifted up their voices and said, Away with such a fellow from the earth; for it is not fit that he should live."

Trace the steps and causes by which the change of feeling arose which is indicated in the contrast of these two passages.

3. State the arguments for and against the circumcision of Gentile converts, and mention that which decided the question at the Council of Jerusalem.

Section 3.

1. Narrate the miracle of the gift of tongues. Where else is this gift mentioned in the Bible, and in what way? To what event in the old Testament must it be considered correlative?

2. Write out as much as you can of (*a*) St. Paul's preaching at Athens, (*b*) defence before Festus.

3. What epistles were written during the time covered by the Acts of the Apostles, and on what occasions?

Section 4.

1. Narrate the incidents of St. Paul's arrest at Jerusalem until he was sent to Cæsarea.

2. St. Paul told the elders of Ephesus, "I know that ye all, among whom I have gone preaching the kingdom of God, shall see my face no more." What controversy has arisen on this passage?

3. Our Lord tells the disciples, "It is not for you to know the times and the seasons which the Father hath put in His own power." Illustrate this from the rest of the New Testament.

Section 5.

1. Divide the Epistle to the Romans into its three leading parts, and mention the chief object of each.

2. What is the argument contained in the first and second chapters of the Epistle?

3. Paraphrase so as to explain—

What advantage, then, hath the Jew? or what profit is there of circumcision? Much, every way; chiefly because that unto them were committed the oracles of God.

For what, if some did not believe, shall their unbelief make the faith of God without effect? God forbid; yea let God be true but every man a liar; as it is written; that thou mightest be justified in thy sayings and mightest overcome when thou art judged.

But if our unrighteousness commend the righteousness of God, what shall we say? Is God unrighteous who taketh vengeance. (I speak as a man.) God forbid; for then how shall God judge the world?

For if the truth of God hath more abounded through my lie, unto His glory, why yet am I also judged as a sinner? And not rather (as we be slanderously reported, and as some affirm that we say), Let us do evil, that good may come? Whose damnation is just.

Section 6.

1. What were the date and occasion of the Epistle to the Romans? Give grounds for your answer from the epistle itself.

2. Explain the argument which St. Paul derives from the examples of Abraham and David.

3. Explain the argument of the eleventh chapter.

Section 7.

1. What rule does St. Paul give in regard to things indifferent, which may be the subjects of controversy?

2. Explain the analogy which the apostle finds between the connexion of the believer and the law, and the connexion of husband and wife.

3. What answers would St. Paul make to those who accused his doctrine (*a*) of encouraging, (*b*) of permitting sin.

CHURCH HISTORY.

(Three Hours allowed for this Paper.)

Section 1.

1. Give a brief account of the Council of Constance. What was it summoned to effect, what did it effect, and why did it fail to effect more?

2. What efforts were made before the Reformation by the Church Authorities to bring about a reform from within?

3. Give an account of Gerson, Pierre d'Ailli, and Æneas Sylvius.

Section 2.

1. Give an account of Jerome of Prague.
2. On what condition did the deputies of the Greek Church at the Council of Florence agree to a union? How long did the union last? And how was it again dissolved?
3. Give the history of the Pragmatic Sanction.

Section 3.

1. What chief differences of opinion distinguished Luther, Calvin, and Zuingle?
2. Draw a map of Europe to exhibit the state of Western Christendom in the year 1550.
3. Give an account of Leo X.

Section 4.

1. In what respects did the teaching of Wickliffe differ from that of the present church of England?
2. What was the Statute of the Six Articles?
3. Trace the steps by which the English Prayer Book assumed its present form.

Section 5.

1. Give an account of Cranmer, Ridley, and Gardiner.
2. What is meant by the supremacy of the crown in matters ecclesiastical?
3. What was the effect of the dissolution of the monasteries, and the granting of their lands to royal favourites?

Section 6.

1. How many times, and by whom, has the Bible been translated into English?
2. Give an account of the Diet of Worms.
3. Give an account of the first Council of Trent.

ENGLISH GRAMMAR.

(Three Hours allowed for this Paper.)

Section 1.

MILTON.

The first two Sections refer to the Third Book of Milton's "Paradise Lost."

The last two to Shakspeare's play of "Henry V."

You are not at liberty to answer upon each author.

Your paper will not be read over unless it contains a paraphrase of one of the passages, (including the parsing of the words in italics in the same passage).

You may take the other questions for answering at your discretion from either of the two sections, but you must *not attempt to answer more than four questions* (exclusive of the paraphrase and parsing). You are advised to confine yourself, as far as possible, to the questions arising upon the passage which you paraphrase.

But thou
Revisit'st not these eyes, that *roll* in vain
To find thy piercing ray, and *find* no dawn;
So thick a drop serene hath quench'd their orbs,
Or dim suffusion veil'd. Yet, not the *more*
Cease I to wander where the Muses haunt
Clear spring, or shady grove, or sunny hill,
Smit with the love of sacred song; but chief
Thee, Sion, and the flowery brooks beneath,

That wash thy hallow'd feet, and *warbling* flow,
Nightly I visit: nor sometimes *forget*
Those other two *equall'd* with me in fate,
So were I equall'd with them in renown,
Blind *Thamyris*, and blind *Mœonides*.

1. Paraphrase this passage, (you will bear in mind that you are not asked to expand it, but to render the sense in different, though equivalent, words).

2. Parse the words in italics, and fully explain the construction of each with the rest of the sentence.

3. From what part of the Third Book is this passage taken, and to what does it refer? Give a short sketch of the course of thought which leads to it. Who were Thamyris and Mæonides?

4. Define an adverb and a conjunction. Mention words which are used as both one and the other, and show the points of approach and difference between these parts of speech. Illustrate your answer from this passage.

5. Classify (according to Morell's Analysis) extensions of the predicate,—1. As to their form;—2. As to their subject matter. Illustrate, so far as you can, the first of these two classifications from the above passage.

6. Point out forms of word or phrase in the above passage, which strongly illustrate the difference between the style of poetry and that of prose; and give in each case the reasons for your selection.

Section 2.

I saw when, at his word, the formless mass,
This world's *material mould, came* to a heap:
Confusion heard his voice, and wild uproar
Stood rul'd, stood vast infinitude *confin'd;*
Till at his second bidding Darkness fled,
Light shone, and order from disorder sprung:
Swift to their several quarters *hasted* then
The cumbrous elements, *earth*, flood, air, fire;
And this ethereal quintessence of Heaven
Flew upwards, spirited with various forms,
That rolled orbicular, and *turn'd* to stars
Numberless, as thou seest, and *how* they move;
Each had his place appointed, each his course;
The rest in circuit walls this universe.

1. Paraphrase this passage (as above).

2. Parse the words printed in italics, and fully explain the construction of each with the rest of the sentence.

3. Analyse the two first lines.

4. What is the difference between the inflexion of the 2nd person singular of the past tense of regular and of irregular verbs? Explain the rationale of this difference, and illustrate by referring to the word *sees* in the twelfth line.

5. Write a short argument, or analysis of the contents, of the Third Book. On what grounds has the part describing the Limbo of Vanity been objected to? What poets besides Milton have descrioed the creation of the world?

6. Examine the assertion that the term *copula* has no place as a term of grammar.

Section 3.

SHAKSPEARE.

There is no bar
To make against your *Highness'* claim to France,
But *this*, which they produce from Pharamond,—
"No woman shall succeed in Salique land."
Which Salique *land* the French unjustly gloze
To be the realm of France, and Pharamond
The *founder* of this law and female *bar*.

Yet their own authors faithfully affirm
That the land Salique is in Germany,
Between the floods of Sala and of Elbe:
Where Charles the Great, having *subdued* the Saxons,
There left *behind* and *settled* certain *French;*
Who, *holding* in disdain the German *women*
For some dishonest manners of their life,
Establish'd then this law,—to *wit*, no female
Should be *inheritrix* in Salique land.

1. Paraphrase this passage (as above).

2. Parse the words printed in italics and fully explain the construction of each with the rest of the sentence.

3. Distinguish clearly between the completion and the extension of the predicate. Analyse, with reference to this distinction, the two following sentences,—

1. The land Salique is in Germany.
2. No female should be inheritrix in Salique land.

4. Give the etymology of the words *gloze, realm, disdain, wit,* (in 15th line); tracing so far as you can the exact process of derivation. How can you account for the fact that the Normans lost their original language when they settled in France, but retained so much of their new language (the French) after they had settled in England?

5. By whom are the above lines spoken, and to what do they relate? What is the full argument of the speaker of them?

6. What peculiarity is there in the construction of this play (Henry V.), and in what other play or plays of Shakspeare is the same found? What is the difference between this play as we now read it and as it first appeared?

Section 4.

Once more unto the breach, dear friends, once more;
Or *close* the wall up with our English *dead!*
In peace, there's nothing so *becomes* a man
As modest *stillness* and humility:
But when the blast of war blows in our ears,
Then *imitate* the action of the tiger,
Stiffen the sinews, summon up the blood,
Disguise fair nature with hard-favour'd rage:
Then lend the eye a terrible aspect;
Let *it* pry through the portage of the head
Like the *brass* cannon; *let* the brow o'erwhelm it,
As fearfully as doth a galled rock
O'erhang and *jutty* his confounded base,
Swill'd with the wild and wasteful ocean.
Now set the teeth, and stretch the nostril *wide;*
Hold hard the breath, and bend up every *spirit*
To his full height!—*on*, on, you *noblest English*
Whose blood is *fet* from fathers of war-proof.

1. Paraphrase this passage (as above).

2. Parse the words printed in italics and fully explain the construction of each with the rest of the sentence.

3. Analyse the first six lines.

4. Examine fully the expressions *portage, galled, jutty, confounded, fet,* and *war-proof,* in the above passage.

5. Write a short analysis of this play, act by act; and enumerate the principal personages in it who appear also in other plays of Shakspeare, with a brief account of each.

6. By what names are the chief early editions of Shakspeare's plays known, and what is the main distinction between them? In what year was this play first printed? Give the date (so far as it can be fixed) of the earliest and of the latest of the plays of Shakspeare.

GEOGRAPHY.

(Three Hours allowed for this Paper.)

Section 1.

Draw a map to exhibit—

1. The great watersheds of the world; or, 2. The oceanic currents; or, 3. The distribution of rain.

Section 2.

1. Enumerate the countries from which we import drugs, articles of food, and minerals; stating in detail what comes from each.
2. What are the indigenous animal and vegetable productions of Peru?
3. What influence do colonies exercise on the commerce of the mother country? Illustrate your answer by an account of the growth and present condition of our colonial commerce.

Section 3.

1. What causes influence climate? Illustrate your answer by an account of the climate of the Spanish peninsula.
2. Give an account of the basin of the Danube; describing particularly its boundaries, physical features, inhabitants, and commerce.
3. What connexion can you trace between climate and physical features on the one hand, and national character and occupations on the other? Illustrate your answer in detail, by reference to France.

Section 4.

1. Which are the best boundaries of a country, rivers, mountains, or deserts? and why?
2. The commerce of any country will be based either on her own natural productions—agricultural or mineral—or on manufactures, or on the carriage of goods between other countries. Classify the commerce of the nations of Europe under these three heads.
3. Compare the military and naval force of the different nations of Europe, and the means in each case of any large increase.

Section 5.

1. Give a full description of Hull, Portsmouth, Plymouth, Bristol, or Liverpool.
2. Give a full description of Birmingham, Manchester, Leeds, or Sheffield.
3. Draw a geological map of Great Britain, and point out the connexion in detail between the geology and the history of the island.

Section 6.

1. Explain why the interval between the vernal and autumnal equinox is about seven days longer than that between the autumnal and vernal.
2. Why is there not an eclipse of the sun every month?
3. Explain the cause of the tides, and trace the course of the tidal wave in the Atlantic.

HISTORY.

(Three Hours allowed for this Paper.)

Section 1.

1. What are the absolute rights of a British subject?
2. What are the prerogatives of the king, and at what dates and in what manner have they been defined?
3. Give the history, and state the purpose, of the writ of Habeas Corpus.

Section 2.

1. Distinguish accurately between the powers of the judge and the jury.

2. Distinguish between law and equity, and give a history of the Court of Chancery.

3. What is meant by the legislative, judicial, and executive powers in a State? Enumerate the principal depositories of each of these powers under the British constitution as at present established. Are these powers better united in the same, or divided among different persons? Give reasons for your answer.

Section 3.

1. State and illustrate the legal rights and responsibilities of a master in regard to a servant.

2. Distinguish between real and personal property, and between freehold, copyhold, and leasehold.

3. What is the foundation of the right of inheritance and of that of bequest? What becomes of the real and personal property of a man who dies without making a will?

Section 4.

1. Give the dates of the general use of coal-fires, chimneys, glass windows, and boarded floors.

2. Compare the interior of a farm-house kitchen in the present day, and in the time of Queen Elizabeth.

3. Sketch the history of domestic and public architecture from the Conquest to the Revolution.

Section 5.

Give an account of the changes between the time of Henry VII. and our own, in—

1. Means of travelling; 2. Dress; or 3. Food.

Section 6.

1. Compare the Saxon and Norman character as illustrated by their modes of life; and point out what present national characteristics we derive from each.

2. Give an account of the commerce of England in the time of Henry VII.

3. Compare the condition of the labouring class during the reign of Charles II. with what it is at present.

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

[*Write the first line of your first answer as a specimen of copy-setting in* large-hand; *and the first line of your second answer as a specimen of copy-setting in* small-hand.]

Section 1.

How would you teach—

1. Double rule of three; 2. Division of fractions;
3. Reduction of circulating decimals?

Section 2.

1. How would you give children a clear conception of latitude, longitude, the points of the compass, and the measurement of distances on a map?

2. Enumerate the means which you would use to fix in the memory of a child the physical geography of any country.

3. How would you endeavour to give to an advanced class of children a conception of the life of a nation, as distinct from the mere series of events in its history?

Section 3.

What registers must be used, and how must they be kept, to enable a schoolmaster at any time easily to state—

1. How many boys there are in his school between the ages of nine and eleven?
2. How many boys in his school are learning compound division?
3. How many boys have been in the school more than three years and less than four?

Section 4.

1. Given the number in school on every morning and afternoon that the school has been open during the week, how do you find the average attendance for that week?
2. Explain how it is possible that the total average attendance in a school may be high as compared with that of other schools, and yet the average number of days on which each child has attended may be low. How can you find the average number of days attended by each child present at all?
3. Given the number of half-days that each child has attended, and the number of half-days that the school has been open, during the quarter, how do you find the average attendance for that quarter?

Section 5.

1. In what different ways may a school be divided into classes, and what are the advantages and disadvantages of each?
2. What lessons are best given to children in the gallery, what to children at their desks, and what to children standing round the teacher? Give reasons in each instance.

*3. Write a short theme on *one* of the following subjects—

1. Fighting among boys.
2. A schoolmaster's private studies.
3. The comparative advantages and disadvantages of the private and public schoolmaster; meaning by *private*, the master who keeps school on his own account, and by *public*, the master who is employed by trustees or managers.

Section 6.

Give the abstract of a lesson—

1. From the Irish Fourth Book, on
   a. The leaf of a plant; or *b*. The division of labour; or *c*. The employment of materials of little value.
2. From the British and Foreign Fourth Book, on
   a. The feudal system; or *b*. The air-pump; or *c*. Fishes.
3. From M'Culloch's Course of Reading, on
   a. The winds; or *b*. The circulation of the blood; or *c*. Egyptian antiquities.

ARITHMETIC.

(Two Hours allowed for this Paper.)

Section 1.

1. Define the *base* of a system of logarithms, and point out the advantages of making 10 the base.

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* Extract from Minutes of 1852-3, vol. i. p. 55: "Her Majesty's Inspectors are required to note those schools in which the Registers are either imperfect or imperfectly kept. The Committee of Council would consider continued neglect in this particular as a ground for ultimately withholding annual grants from the school in question."

2. Show how to pass from one base to another, and find the logarithm of 6 to the base 2.

3. Find the logarithm of 4351 to the base 6, both number and logarithm being in the senary scale.

Section 2.

1. Find the value of $\sqrt{\frac{(1.367)^2-(.367)^2}{(5.682)^2-(5.6)^2}}$

2. Given $3^{2x}-3^x-20=0$, find x.

Section 3.

1. In what time will 1 shilling amount to 100*l.*, at 5 per cent. per annum, compound interest?

2. Find the amount of 5*l.* in 30 years, at 3 per cent. per annum, compound interest, the interest being payable quarterly.

3. Compare the different methods usually given for finding the equation of payments, and point out the true source of the apparent anomaly. At what time will the payment of 300*l.* satisfy two debts, one of 100*l.* due at Christmas next, and one of 200*l.* due at the Christmas after, interest being 4 per cent. per annum?

Section 4.

1. What is the present value of an annuity of 250*l.* for 56 years, allowing compound interest, at 3½ per cent.?

2. What sum ought to be paid every year for 40 years, to secure an annuity of 20*l.* for 20 years, commencing at the end of the 40 years, compound interest being allowed at 3 per cent.?

3. If the national debt be 700,000,000*l.*, 3 per cent. stock, and the price continue uniform at 90 per cent., in what time will an investment of 1,000,000*l.* sterling every year, and of the interest annually accruing, buy up the whole of it?

PHYSICAL SCIENCE.

(Three Hours allowed for this Paper.)

Section 1.

Describe the construction and explain the action of—

1. The exhausting and condensing syringes.
2. Bramah's hydraulic press.
3. The fire-engine.

Section 2.

1. Explain the mode in which the degrees are marked on the thermometer. What different methods of graduating that instrument are in use, and how can you pass from one to another?

2. Explain the construction and action of a Leyden jar and discharging rod. Why cannot an insulated jar be charged?

3. Explain the construction and use of a reflecting telescope. In what cases will mirrors give an inverted image?

Section 3.

1. Explain the terminations ous, ic, ate, ite, and the prefixes hypo and per, as used in chemistry.

2. Explain the meaning of $Na\,O$. SO_3. $Ca\,O$. Co_2. $C_4\,H_3\,O_3$.

3. Write the chemical symbols of nitric acid, sulphuric acid, hydrochloric acid, and nitrate of ammonia.

Section 4.

1. What is meant by convection, conduction, radiation, and reflection of heat? Give instances of each.

2. Define specific heat. Illustrate the connexion between the specific heat of a substance and its chemical equivalent. Would there be any objection in principle to altering the chemical equivalents in such a manner as to represent the specific heat of all simple substances as identical?

3. Define heat of liquidity and heat of gaseity. Describe experiments to show the heat of gaseity in steam.

Section 5.

Mention and describe experiments to illustrate the chemical properties of—

1. Nitrogen. 2. Sulphuric acid. 3. Hydrochloric acid.

Section 6.

1. Describe the mode of preparing phosphuretted hydrogen, and explain, by a chemical equation, the process that takes place.

2. Describe fully the construction and use of the blow-pipe.

3. Explain the law of compound proportions, and illustrate by instances expressed in chemical symbols.

HIGHER MATHEMATICS.—No. I.

Euclid, Surveying, and Practical Astronomy.

(Three Hours allowed for this Paper.)

Section 1.

1. The sides about the equal angles of equiangular triangles are proportionals; and those which are opposite to the equal angles are homologous.

2. Equiangular parallelograms have to one another the ratio compounded of the ratios of their sides.

3. If from any angle of a triangle a straight line be drawn perpendicular to the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the perpendicular, and the diameter of the circle described about the triangle.

Section 2.

1. If the line bisecting the vertical angle of a triangle be perpendicular to the base, the triangle is isosceles.

2. The figure formed by joining the middle points of the sides of a trapezium is a parallelogram equal to half the trapezium.

3. Divide a given parallelogram into three equal parts by straight lines drawn from a given point in one of the sides.

Section 3.

1. In a parallelogram the sum of the squares of the sides is equal to the sum of the squares of the diagonals.

2. If two straight lines intersect in a circle, the difference of their squares is equal to the difference of the squares of the difference of their segments.

3. Describe a circle in that part of a segment of a circle which is cut off by a straight line perpendicular to the base of the segment.

Section 4.

1. Describe a theodolite, and explain its uses.

2. Show how to prove experimentally to children the 35th, 37th, and 47th propositions of the First Book of Euclid.

3. Draw the plan, and calculate the area of a field from the following field book:—

	198 to A	0
	0	0
∠ bet C	45°	and A
	D on L	
	160 to D	10
	0	5
∠ bet B	90°	and D
	C on L	
	120 to C	
	50	0
	30	20
	0	15
∠ bet A	135°	and C
	B on L	
	28 to B	10
	0	5
	From A go north.	

Section 5.

1. Explain how heights are calculated by the barometer, and what is the character of the corrections required.
2. A piece of waste land is bounded by a line A B of 4000 yards, B C of 3000, and A D of 3750: the angles A B C and C A D are right angles: the side C D is an arc of 90°. What is its size?
3. Describe the construction and use of Troughton's level.

Section 6.

1. Define latitude, longitude, declination, right ascension, ecliptic, equinoctial, colure, and hour angle.
2. Describe the transit instrument and the mural circle.
3. Show how to draw a meridian line by the shadow of a vertical gnomon on a horizontal plane.

HIGHER MATHEMATICS.—No. II.

Algebra and Trigonometry.

(Three Hours allowed for this Paper.)

Section 1.

1. Show that $abc \nearrow (a+b-c)\,(a+c-b)\,(b+c-a)$.
2. Two casks contain a mixture of water and spirits, A in the ratio of 5 to 6, B in the ratio of 3 to 8. What proportion must be taken from each to make a mixture in the ratio of 7 to 11?
3. A person wishes to make up as many *different* parties as he can out of twenty friends, each party being of the same number; how many should he invite at a time?

Section 2.

1. Find four numbers in arithmetical progression such that the sum of the squares of the first and second shall be 29, and the sum of the squares of the third and fourth 185.
2. Find the sums of the series ad inf.

(*a*) $\frac{1}{2} - \frac{1}{3.2^3} + \frac{1}{3.2^5} - \frac{1}{3.2^7}$ (*b*) $3x + 4.9x^2 + 7.27x^3 + 10.81x^4$.

3. If P be the continued product of n quantities in geometrical progression, S their sum, and R the sum of their reciprocals, show that $P^2=\left(\frac{S}{R}\right)^n$.

Section 3.

1. Find the cube root of $50 + 19\sqrt{7}$, and the square root of $11 + 4\sqrt{7}$.
2. Resolve into partial fractions by indeterminate co-efficients—

$$\frac{3}{x^3-1}, \quad \frac{4x^2+2}{x^3-5x+6}, \text{ and } \frac{6}{x^3-x^2-x+1}$$

3. Explain and demonstrate the use of continued fractions, and find in a continued fraction the values of $\sqrt{19}$, $\sqrt{23}$, and $\sqrt{5}$.

Section 4.

1. An annuity of 100*l.* for thirty-six years is left equally between two persons; one receives it for twelve years, and the other for the remaining twenty-four. What is the rate of compound interest?
2. In whatever scale a number be written, if the sum of its digits be exactly divisible by the radix − 1, the number itself will be divisible by the radix − 1.
3. According to Dr. Price's tables, of 383 persons living at the age of 44, 325 are alive at the age of 45; and of 171 living at the age of 64, 163 are living at the age of 65. What is the chance that of two persons aged 44 and 64 both will be alive at the end of the year? What is the chance that at least one will be alive? What is the chance that only one will be alive? What is the chance of each that he will be alive? And what is the chance that neither will be alive?

Section 5.

1. Prove that (*a*) $\sec^2 A \operatorname{cosec}^2 A = \sec^2 A + \operatorname{cosec}^2 A$.

(*b*) $\frac{\sin 2A}{1+\cos 2A} \cdot \frac{\cos A}{1+\cos A} = \tan. \frac{A}{2}$.

(*c*) $\sin 3A = 4 \sin A \sin (60° + A). \sin (60° - A)$.

2. Find x in the following equations:—

(*a*) $\tan a. \tan x = \tan^2 (a + x) - \tan^2 (a - x)$.

(*b*) $\tan^2 x = \tan (x - a)$.

3. The distance from the angle A of a triangle to the centre of the inscribed circle $= \frac{2bc \cos \frac{A}{2}}{a+b+c}$.

Section 6.

1. The sides of a triangle are 3, 5, and 6; find the radii of the inscribed and circumscribed circles.
2. Given the perimeter of a triangle 180 yards, and the angles 60°, 45°, 75°; find the sides.
3. If r_0 be the radius of a circle inscribed in a triangle, and r_1, r_2, r_3, the radii of circles touching each side and the other two sides produced, the area of the triangle $= \sqrt{r_0, r_1, r_2, r_3}$.

LATIN PROSE.

(Three Hours allowed for this Paper.)

Translate into English literally:—

"Octo hominum millia tenebat Hannibal, non quos in acie cepisset, aut qui periculo mortis diffugissent, sed qui relicti in castris fuissent a Paulo et Varrone consulibus. Eos senatus non censuit redimendos, cum id parvâ pecuniâ fieri posset; ut esset insitum militibus nostris aut vincere aut emori. Quâ quidem re auditâ fractum animum Hannibalis, scribit idem (Polybius); quod senatus populusque Romanus rebus afflictis tam excelso animo fuisset. Sic honestatis comparatione, ea, quæ videntur utilia, vincuntur.

Section 1.

1. Parse the words:—
cepisset. relicti fuissent. redimendos. posset. insitum. militibus. utilia.
2. Explain the construction of—
hominum. quos. periculo mortis. consulibus. quâ re auditâ.

Section 2.

1. Parse the words in the last clause "Sic honestatis comparatione, ea, quæ videntur utilia, vincuntur."
2. Explain the reasons for using the subjunctive mood in each of the following cases:—
cepisset. posset. esset. fuisset.
and give, by inference from this passage, some general rules for the correct use of this mood.

Section 3.

1. "Ut esset insitum militibus nostris aut vincere aut emori." Which is the subject and which is the predicate in this sentence? Give a rule for recognizing each in the analysis of sentences.
2. "Fractum animum Hannibalis, quod senatus populusque Romanus rebus afflictis tam excelso animo fuisset."
(1.) Translate this quite literally.
(2.) Render this, with the least possible amount of alteration, into *idiomatic* English.

Section 4.

1. Give such reasons as may occur to you for the arrangement of the words in the passage given at the commencement of this paper, where the English idiom would require a different order. Why is there less danger of obscurity arising from an inverted order in Latin than there woud be if the same were attempted in English?
2. Explain clearly the difference between *construing* and *translating*. Give rules for translating some of the most familiar Latin *idioms* into corresponding English *idioms*.

LATIN POETRY.

(Three Hours allowed for this Paper.)

Translate into English—

At pater Anchises oculos ad sidera lætus
Extulit, et cœlo palmas cum voce tetendit:
Jupiter omnipotens, precibus si flecteris ullis,
Aspice nos, hoc tantum; et si pietate meremur,
Da deinde auxilium. pater, atque hæc omina firma.
Vix ea fatus erat senior, subitoque fragore
Intonuit lævum, et de cœlo lapso per umbras
Stella, facem ducens, multâ cum luce cucurrit.
Illam, summa super labentem culmina tecti,
Cernimus Idæâ claram se condere sylvâ,
Signantemque vias; tum longo tramite sulcus
Dat lucem, et late circum loca sulfure fumant.
Hic vero victus genitor se tollit ad auras,
Affaturque deos, et sanctum sidus adorat:
Jam jam nulla mora est: sequor et qua ducitis adsum.
Vestrum hoc augurium, vestroque in numine Troja est.
Cedo equidem, nec, nate, tibi comes ire recuso.

Section 1.

1. Mark off the feet, and note the quantity of each syllable, in the first five lines.

2. Give some general rules for the scansion of hexameter verse. Re-arrange the following passage so that it may assume the form of hexameter verse:—

"Ille dixerat, et jam clarior ignis per mœnia auditur, propiusque volvunt incendia æstus."

Section 2.

1. Explain, as you would to a pupil, wherein the poetical character of the above passage consists.

2. From what poet is the passage at the head of this paper taken? Enumerate the writings of that poet? When and where did he live? What are his claims to be considered *original?* How far may his choice of subjects have been influenced by the circumstances of his time?

Section 3.

1. When are syllables said to be long by position? What is meant by elision? Give five instances of each from the above passage.

2. Describe any other Latin metres with which you may be acquainted, giving specimens from memory.

Section 4.

1. Parse (accidence and syntax) the following words:—

tetendit. flecteris. firma. fatus. lapsa. facem. culmina. Dii.

2. Give a list of English words etymologically connected with words occurring in this passage, pointing out the connexion in each case.

MALE STUDENTS (*continued.*)—THIRD YEAR.

THE HOLY SCRIPTURES.

(Three Hours allowed for this Paper.)

1. Compare the characters, circumstances, and conduct of Moses and Samuel.

2. What indications can you gather, from the Bible, of a system of education among the Hebrews, and their remnant, the Jews?

3. What provision was made in the Jewish law for mitigating the evils of slavery? and have we any instance to show how it was observed?

4. Compare the Nazarites, Rechabites, and Essenes.

5. Give an account of the origin, progress, and end of the great war which extended the dominions of David to the Euphrates.

6. Sketch the history of prophecy from Samuel to Malachi.

7. Give an account of the Book of the prophet Jeremiah, marking particularly the points peculiar to him alone.

8. Show in detail that the prophecies concerning our Lord became more clear as the time of His coming approached more nearly.

9. Give instances in which our Lord uses several Parables to illustrate the same subject under different aspects, and explain one of those instances in detail.

10. Enumerate all the peculiarities of tone, style, and manner, which distinguish the Gospel of St. Luke.

11. Narrate the incident mentioned in the Gospel as taking place at Cæsarea Philippi, and comment upon it.

12. Explain the parable of the unjust steward, and give the context both before and after.

13. Narrate in order (mentioning the Gospel in which each is told) the details of our Lord's trial before Pilate, and point out the attempts made by Pilate to save His life without risking a tumult.

14. Give an analysis of the argument in the Epistle to the Hebrews, and compare its purport with that of the Epistle to the Romans.

15. How and why is the doctrine of original sin introduced into the Epistle to the Romans?

16. St. Paul teaches that the law was our schoolmaster to bring us unto Christ. Explain the full meaning of this.

17. Give a list of the books of the New Testament, with the probable dates and occasions on which they were written.

18. To whom do we owe the division of the Bible into chapters and verses? Can you give any instances in which it interferes with the sense?

EVIDENCES OF CHRISTIANITY.

(Three Hours allowed for this Paper.)

1. State precisely the two propositions which Paley professes to prove in the first part of his book, and give a summary of the preliminary argument founded on the *nature of the case.*

2. What was Hume's argument against miracles in general? and what is the most convincing answer?

3. What is the testimony of Tacitus, Suetonius, Juvenal, and Pliny, to the persecutions, the constancy, and the moral character of the early christians?

4. In what respects are the Apostles, as witnesses to the facts which they narrate, distinguished from fanatics who deceive themselves?

5. Paley quotes the fifty-third chapter of Isaiah as a proof of the exact fulfilment of prophecy in our Lord's person. Can you add any other similar fulfilments?

6. What characteristics distinguish the morality of the gospel from that of every other system, and how does the distinction affect the argument?

7. St. Paul, writing to the Corinthians, argues from his success in having converted them, to prove the fact of his mission by God. "Ye are our Epistle known and read of all men." Why could not the same argument be used by Mahomet?

8. Give an account of the rapidity with which Christianity was propagated, and support this account by the testimony of heathen authors.

9. Compare the progress of Christianity in early times with its progress now. What argument may be derived from this comparison?

10. In what cases would a history and a series of letters relating to the same people at the same period be useless in supporting each other?

11. Why does Paley lay such stress on the undesignedness of the coincidences which he proposes to point out between the Acts of the Apostles and St. Paul's Epistles?

12. Point out the difference between the evidence on which a Christian rests his faith, and the evidence which he would use to confute an unbeliever. State under which head Paley's argument falls, and give a brief outline of the other.

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

ESSAY.

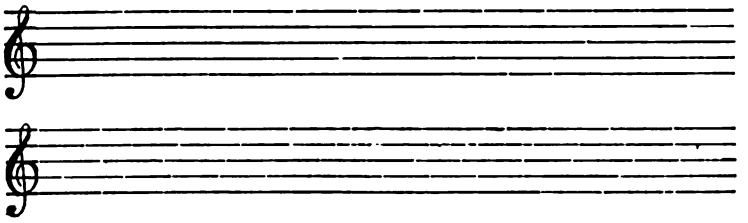
Discuss the chronological order in which the mental faculties for the most part develop themselves, and the methods of instruction best adapted to aid that development at the different stages of its course.

MUSIC.

(Three Hours allowed for this Paper.)

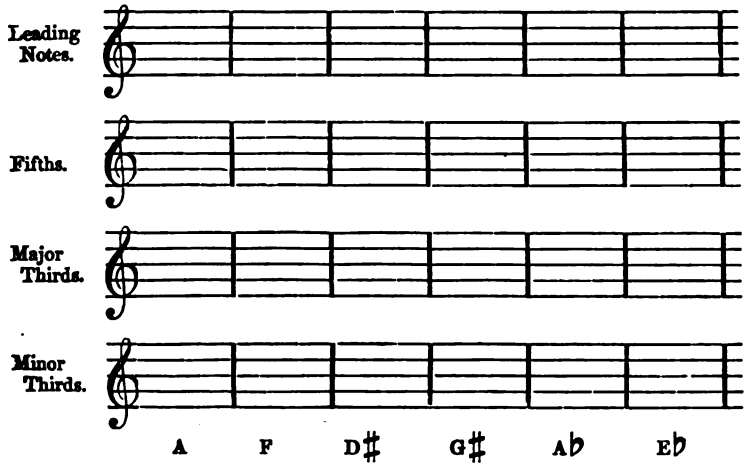
Division I.

1. Write the ascending and descending scales of the relative minors of E and of A♭, prefixing the signature in each case.

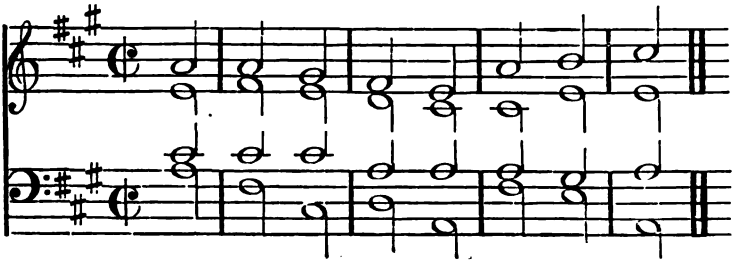


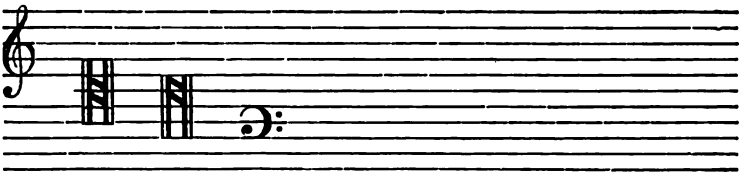
2. Write, in the accompanying staves, minor thirds, major thirds, fifths, and leading notes to

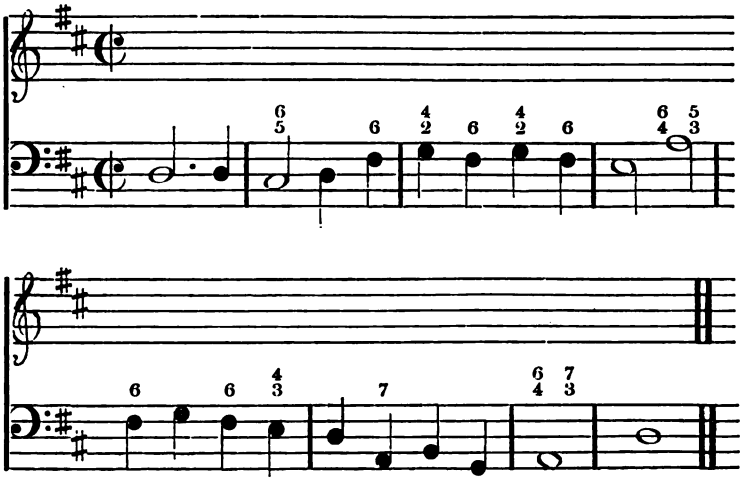
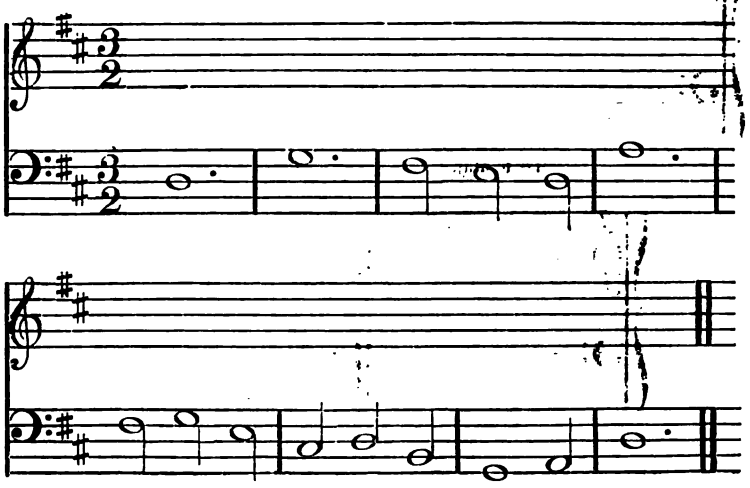
A, F, D♯, G♯, A♭, E♭.

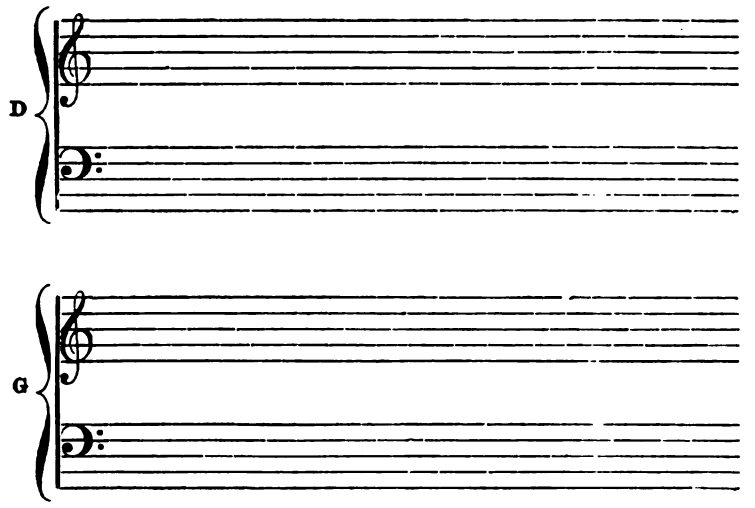


Reckon the intervals from these letters.

3. Prove the positions of the following four parts of the first line of the Hundredth Psalm to be true, *i. e.*, in proper register or pitch, by exhibiting the identical notes on the full vocal stave below.

Treble. Alto. Tenor. Bass.

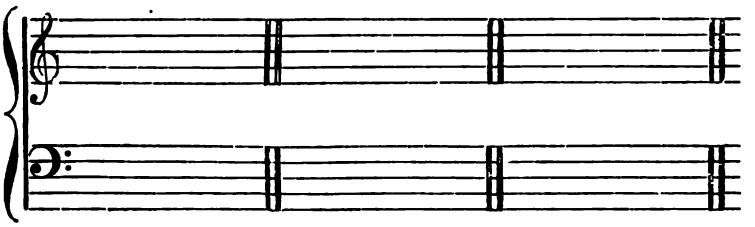


4. Make an accompaniment to the following bass.

5. Compose your own harmony on the accompanying unfigured bass.

6. Compose basses in the major key of D, and in the minor key of G, and afterwards harmonize them.

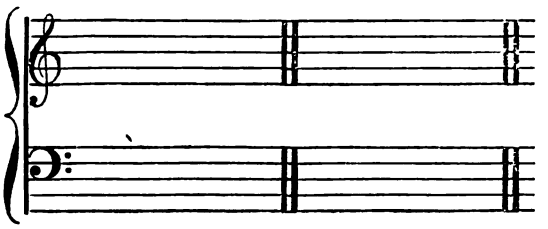


7. Modulate from the key of C major, as follows :—

To A Minor. To G Major. To E Minor.

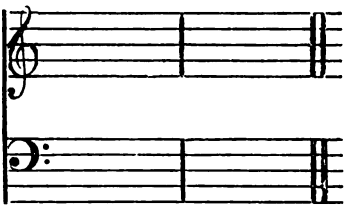


To F Major. To D Minor.

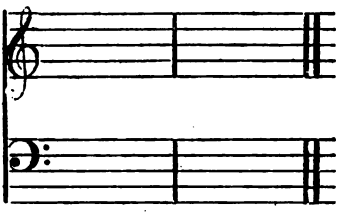


8. Fill up the following staves with cadences.

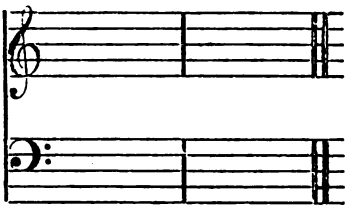
Perfect Cadence.



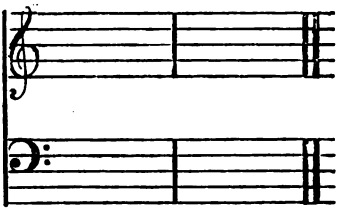
Imperfect Cadence.



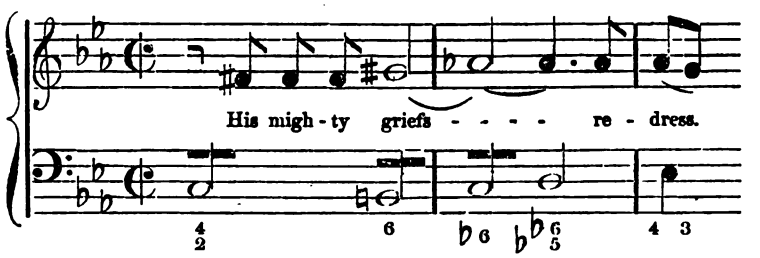
False Cadence.



Plagal Cadence.



9. Define enharmonic modulation. Where does it occur in the following passage from Handel?



10. What is counterpoint, and what are plain and florid counterpoint?

LATIN PROSE.

(Three Hours allowed for this Paper.)

Cicero de Officiis I.

Translate, 1st, literally, 2nd, more freely, into idiomatic English—the following passage:—

"Sed cum omnia ratione animoque lustraris, omnium societatum nulla est gravior, nulla carior, quam ea quæ cum republicâ est unicuique nostrum: cari sunt parentes, cari liberi, propinqui, familiares; sed omnes omnium caritates patria una complexa est; pro quâ quis bonus dubitet mortem oppetere, si ei sit profuturus? Quo est detestabilior istorum immanitas, qui lacerarunt omni scelere patriam, et in eâ funditus delendâ occupati et sunt et fuerunt."

Section 1.

1. Parse, with reference to syntax, as well as to accidence, the following words, *lustraris, unicuique, nostrum, quo.* What would have been the difference of meaning if Cicero had written *lacerarint* and *occupati fuerint?*

2. Explain with reference to their etymology the following words :—*Lustraris, societatum, republicâ, propinqui, detestabilior, immanitas, funditus.*

3. Compare the Latin idiom with the corresponding English idiom in the following expressions :—"*Omniæ;*" "*cum lustraris;*" "*est unicuique;*" "*si ei sit profuturus;*" "*quo est detestabilior:*" showing in each case on which side the advantage appears to you to lie.

Section 2.

1. Compare what Cicero here says, 1st, with the Jewish; 2nd, with the Christian doctrine of *caritas.*

2. Show the connexion of the passage with the general argument of the book. Explain clearly what Cicero meant by *liberality*, giving his three cautions.

3. Istorum immanitas qui, &c. Illustrate this from the history of Cicero's age. Whom did Cicero, in all probability, specially intend by "istorum?"

Translate the following passage into idiomatic English :—

"Sed ab iis partibus, quæ sunt honestatis, quemadmodum officia ducerentur, satis expositum videtur. Eorum autem ipsorum, que honesta sunt, potest incidere sæpe contentio et comparatio; de duobus honestis utrum honestius; qui locus a Panætio est prætermissus. Nam cum omnis honestas manet a partibus quatuor, quarum una sit cognitionis, altera communitatis, tertia magnanimitatis, quarta moderationis; hæ in deligendo officio sæpe inter se comparentur necesse est."

Section 1.

1. It has been said that the subjunctive is the mood of *thought*, and the indicative the mood of *fact:* illustrate this from the above passage.

2. Explain clearly with reference to the argument of this treatise the meaning of the following words :—

Honestas, officia, cognitio, communitas, magnanimitas, moderatio.

3. "De duobus honestis utrum honestius?" What general rules does Cicero give under this head?

Section 2.

1. Who was Panætius? Mention some of the chief Greek, Roman, and English teachers of morals, with a very brief notice of each.

2. *De officiis* has been translated *On social duties.* How has it come to be necessary to insert the word *social* in order to define what Cicero intended? What other large branch of the subject would a treatise *On Duty*, in the present day, comprehend?

3. Show how the matters treated in this book may best be introduced into the teaching of an elementary school, and with what sort of modifications, in order to adapt them to Christian children.

LATIN POETRY.

(Three Hours allowed for this Paper.)

Virgil's Georgics.

Translate the following passage, 1st, literally, 2nd, more freely, into idiomatic English, showing how far the Latin order of the words can be preserved ;—

"Nunquam imprudentibus imber
Obfuit. Aut illum surgentem vallibus imis
Aeriæ fugere grues; aut bucula cœlum

Suspiciens patulis captavit naribus auras:
Aut arguta lacus circumvolitavit hirundo:
Et veterem in limo ranæ cecinere querelam.
Sæpius et tectis penetralibus extulit ova
Angustum formica terens iter; et bibit ingens
Arcus; et e pastu decedens agmine magno
Corvorum increpuit densis exercitus alis.
Iam varias pelagi volucres, et quæ Asia circum
Dulcibus in stagnis rimantur prata Caystri,
Certatim largos humeris infundere rores;
Nunc caput objectare fretis, nunc currere in undas,
Et studio incassum videas gestire lavandi.
Tum cornix plenâ pluviam vocat improba voce,
Et sola in siccâ secum spatiatur arenâ."

Section 1.

1. Parse the words *lacus, extulit, bibit, volucres, lavandi,* with reference to syntax as well as accidence.

2. Show the appropriateness of the preposition in the compound words *suspiciens* and *circumvolitavit.* Illustrate the peculiar force of verbs of the form *captare, objectare:* is *gestire* to be classed with them?

3. Draw from this passage some general rules (*a*) for the use of dactyls and spondees in hexameter verse; (*b*) for the distribution of the cæsura; (*c*) for artificial alliterations.

Section 2.

1. Show from this passage that Virgil was an accurate observer of nature. Of the nine signs of rain here enumerated, which are characteristic of a southern climate, and which are common to our northern climate also?

2. "Bibit ingens arcus:" what popular fallacy is implied in these words? Give the true explanation of the phenomenon referred to. What is meant by "Asia prata?"

3. Do any traces of Virgil's early local associations appear in this passage? Give a brief account of his life, mentioning any allusions to contemporary events that you may remember in the Georgics.

Translate the following passage into idiomatic English:—

" Rege incolumi mens omnibus una est;
Amisso rupere fidem: constructaque mella
Diripuere ipsæ, et crates solvere favorum.
Ille operum custos, illum admirantur, et omnes
Circumstant fremitu denso, stipantque frequentes,
Et sæpe attollunt humeris, et corpora bello
Objectant, pulchramque petunt per vulnera mortem.
His quidem signis, atque hæc exempla secuti,
Esse apibus partem divinæ mentis, et haustus
Æthereos dixere: Deum namque ire per omnes
Terrasque, tractusque maris, cœlumque profundum.
Hinc pecudes, armenta, viros, genus omne ferarum,
Quemque sibi tenues nascentem arcessere vitas.
Scilicet huc reddi deinde, ac resoluta referri
Omnia: nec morti esse locum; sed viva volare
Sideris in numerum, atque alto succedere cœlo."

Section 1.

1. Explain the syntax of *rege incolumi, ire, arcessere;* and explain the force of the tense in *rupere,* comparing it with *dixere* below. Why does Virgil pass to the present tense in the fourth line?

2. Ille operum * * * per vulnera mortem. Point out the confusion of subject and predicate in this passage.

3. Give the etymology of the following Latin words: *diripuere, haustus, tractus, succedere.* Also of the following English words: *Georgic, poet, didactic, hexameter.*

Section 2.

1. "*Rege* incolumi;" "diripuere *ipsæ*." Have you any remarks to make on the gender of the words printed in italics? To whom are we chiefly indebted for our present knowledge of bees? Give some short account of his observations.

2. "Deum namque ire per omnes," &c. Explain the philosophy here alluded to. By what name is it known? Who was supposed to be its author? How did it differ from that of the Epicureans? What Latin poet has set forth this latter philosophy?

3. "Nec morti esse locum." Show clearly how this notion differs essentially from the Christian belief in immortality.

ENGLISH INTO LATIN.

(Three Hours allowed for this Paper.)

Translate the following passage into Latin:—

"Now all punishment should be void of contumely; nor should it have reference to the advantage of him who punishes, but to that of the state. Care must also be taken lest the penalty exceed the offence; and lest, for the selfsame cause, some receive stripes while others are not even called to account. Most of all must we discountenance anger in punishing. For in no case will a man who comes in anger to inflict punishment observe that moderation which lies between excess and defect;—a virtue which the Aristotelians approve, and rightly approve, only they are inconsistent in commending* the feeling of anger, and saying that nature has given it for some good purpose; when really it ought on all occasions to be reprobated, one's chief desire being that they who preside over the state should resemble the laws, wherein the motive† to punishment is not a feeling of anger but equity."

MENTAL SCIENCE.

First Paper.—Logic.

(Three Hours allowed for this Paper.)

1. What is meant by "a term" in logic? How comes the word (term) to be so applied?

2. Give instances of terms which stand to each other in the logical relations of genus, species, difference, property, accident.

According to different ways of looking at them, genus is sometimes represented as a part of species, and sometimes species as a part of genus. Give examples, and explain.

3. What is a proposition? What is meant by its conversion? And what by opposition? Explain the different *kinds* of conversion and opposition.

4. What is a syllogism? Of what parts does it consist? What is meant by the "*mood*" of a syllogism, and what by the "*figure*?" Give examples.

5. State the mood and figure of the following syllogisms; pointing out the major, minor, and middle terms in each.

No white men have degenerated—
All Europeans are white men—
No Europeans have degenerated.

---

* *Only they are inconsistent in commending, &c.*, modo ne laudarent, &c.

† *Wherein the motive, &c.*, quæ ducuntur, &c.

Every noble man is free—
Some noble men are Africans—
Some Africans are free.

How come the words *major*, *minor*, and *middle*, to be so applied?

6. Explain, and give formal instances of, the fallacies termed "undistributed middle," "composition and division," and "ignoratio elenchi."

7. What is the difference between a logical and a material fallacy? Give an instance of each, and state how each kind of fallacy must be met.

8. What is the difference between deduction and induction? Is the syllogism a correct exposition of each process?

9. How do you reconcile the difference between the number of the parts of speech (grammar), and of the elements of a proposition (logic)? and what becomes of differences in case, mood, and tense, when grammatical sentences have to be logically analysed? Give instances.

10. How far is it correct to say that logic is a guide to truth?

11. Define exactly the faculties of the human mind of which you understand logic to be a discipline, and about what objects.

MENTAL SCIENCE.

Second Paper.—Mental Faculties and Moral Systems.

(Three Hours allowed for this Paper.)

1. Distinguish between sensation and perception. Explain the physical process of the former. Mention some of the principal theories which have been held on the latter.

2. Give a brief classification of the laws of association. Show in what way the power of memory is affected by them. Illustrate your answer by an outline of your method in teaching history.

3. Explain the two related processes of abstraction and generalization; and show how they are aided by the faculty of language Can they be still further aided by the instructions of the teacher?

4. What is meant by "fundamental ideas" and "first truths?" Give your views as to the manner in which we come by them. Is it the business of education to impart these truths, or to call them into active exercise?

5. Explain the terms—habit, faculty, emotion, appetite, passion, desire, affection, understanding, reason.

6. Mention a few of the theories which have been held respecting the "*ground of morals;*" and give a brief epitome of Bishop Butler's view on the subject.

7. What is the proper function of the appetites; and how therefore should they be educated?

8. Which of our faculties are most influenced and cultivated by spontaneous exercise, which by the example of others, which by rules and precepts?

9. Explain what is meant by utilitarianism, and state some of the principal fallacies which have been maintained in controversies involving the use of this term.

10. What is meant by the *emotional*, and what by the *intellectual* theory of conscience? How far does either theory bear on the cultivation of conscientiousness?

PURE MATHEMATICS.

(Three Hours allowed for this Paper.)

1. Of the three squares that can be inscribed in any triangle, which is the greatest?

2. If pairs of tangents be drawn, touching each pair of three given circles, their intersection shall lie in one straight line.

3. If two spherical triangles have the three sides of one equal to the three sides of the other each to each, the angles of the one triangle shall be equal to the angles of the other, each to each, and the equal angles shall be opposite to the equal sides.

4. In any spherical triangle—

$$\text{Cos A} = \frac{\cos a - \cos b \cos c}{\sin b \sin c}$$

$$\text{and } \cos a = \frac{\cos \text{A} + \cos \text{B} \cos \text{C}}{\sin \text{B} \sin \text{C}}.$$

5. If E be the spherical excess—

$$\cot \frac{\text{E}}{2} = \frac{\cot \frac{a}{2} \cot \frac{b}{2} + \cos \text{C}}{\sin \text{C}}.$$

6. The three sides of a spherical triangle, measured on the earth, are 29, 32, and 36 miles. Taking the earth's radius at 7,500, what is the spherical excess?

7. Differentiate $u = \tan -1 \left(\frac{a + b x}{b x}\right)^{\frac{1}{2}}$

$$u = e^x + \tan x.$$

$$u = \log (x + \sqrt{x^2 - a^2}) + \sec -1 \frac{x}{a}.$$

8. Find the value of—

$$u = \frac{x^x - x}{1 - x + \log x} \text{ when } x = 1.$$

$$u = \frac{e^{mx} - e^{ma}}{(x - a^4)} \text{ when } x = a.$$

9. Find the maximum value of—

$$u = \frac{x^2}{(a^2 + x^2)^2}$$

$$u = x^{\frac{1}{x}}$$

10. Describe the largest rectangle in a given triangle.

11. The tangent to the cycloid, at any point, is the chord of the generating circle at that point.

12. Trace the curves $y^2 = ax^2$

$$xy^2 + 2a^2y - a^2x = 0$$

$$r = a(1 - \cos \theta).$$

13. Integrate—

$$du = \frac{dx}{\sqrt{1 + x + x^2}}$$

$$du = \frac{dx}{1 + e^x}$$

$$du = \frac{x^2}{x^3 + x^2 + x + 1}$$

$$du = x^m (\log x)^n \, dx$$

14. Find the area of the Lemniscata, whose equation is $r^2 = a^2 \cos 2\theta$.

15. Find the length of the catenary whose equation is—

$$y = \frac{c}{2}\left(e^{\frac{x}{c}} + e^{-\frac{x}{c}}\right)$$

16. Find the volume of an oblate spheroid.

MIXED MATHEMATICS.

(Three Hours allowed for this Paper.)

1. Six weights in the proportions, 1, 2, 3, 4, 5, 6, are placed at the angles of a regular hexagon, each of whose sides measures 7 feet. Find the position of the centre of gravity.

2. A bar of iron 20 feet long and weighing 30lbs. rests against a smooth wall at a distance of 8 feet, and has its lower extremity attached to a hinge, about which it can revolve freely in a vertical plane, perpendicular to that of the wall. Find the pressure on the wall and on the hinge.

3. Apply the principle of virtual velocities, to show the relation of the power to the weight in (*a*) the differential or compound screw, and (*b*) the hydrostatic press.

4. The height of a rectangular embankment to a river is 9 feet, and the weight of a cubic foot of the material is 120lbs. What is the least thickness that will enable it to stand when the water is at the brim?

5. Two perfectly elastic spheres meet directly with equal velocities. Find the relation between their magnitudes, that after collision, one of them may remain at rest.

6. Show how to calculate the proper elevation of the *sight* on a rifle to hit an object 1,750 yards off, supposing the velocity of the bullet to be 500 yards per second.

7. A clock, whose pendulum should beat seconds, gains 5 minutes in 24 hours. In what proportion ought the pendulum to be lengthened?

8. Find the greatest thickness that may be given to a hollow copper globe, so as to allow it to float in water, the specific gravity of the copper being 9, and the outer radius of the globe 4 inches.

9. Demonstrate in what cases the image of an object reflected in a concave mirror will be erect and in what cases inverted, in what cases magnified, and in what cases not.

10. Investigate the formulæ for finding the magnifying power of an astronomical telescope, and apply it to one the focal length of whose object-glass is 12 feet, and that of its eye-glass 1½ inches.

11. Explain parallax, and show how to find the horizontal parallax of a heavenly body by observation.

12. Prove that the true difference of latitude is to the departure as the radius is to the tangent of the course.

13. Explain what is meant by a traverse table, and show how to find the course and distance by traverse table and meridional parts.

14. Required the course and distance from lat. 50° 20′ N., long. 4° 10′ W., to lat. 13° 12′ N., long. 59° 45′ W.

CHEMISTRY.

(Three Hours allowed for this Paper.)

1. Explain the terminations ide, uret, ous, ic, ite, ate, and the prefixes proto, deuto, trito, bi, hypo, per, hydro, and sulpho.

2. State precisely the four laws of combining proportion, and give one instance to illustrate each.

3. How can carbonic acid gas be solidified? Explain by means of the process what is meant by latent heat.

4. Describe experiments to illustrate the properties of hydrogen; and where possible explain the processes that take place by chemical equations.

5. Explain the structure of flame in a common candle and in the blowpipe. What is supposed to be the cause of the illuminating power of compounds of carbon and hydrogen, and how may this supposition be supported?

6. What substance is indicated by the symbols $2NH^3$. HO. $3CO^2$? How may it be obtained, and what are its properties?

7. By what tests can you detect in any substance the presence of gold, copper, lead, and mercury?

8. Describe the experiment of decomposing water by the galvanic battery.

9. Describe the chemical process which takes place in the germination of plants.

10. What are the chemical properties of sugar? Give the chemical composition of cane sugar. Explain the chemical changes which take place in brewing.

11. What are the two chief functions of our food? What are the corresponding divisions of the constituents of food? Are there any substances which supply both kinds, and any which supply only one kind of these constituents? What bodily organs are most nearly related to each kind? Explain fully the action of these organs.

12. What means can be used for the prevention, the disguising, and the removal of smells, and how do these means act?

13. Explain how soils are improved by planting trees in them, and why some trees are fitter for this purpose than others.

14. Explain the action of burned clay as a manure.

15. Give a list of the chief animal, vegetable, and mineral manures, with a short statement of the peculiar properties of each.

16. What is the use and what the danger of the employment of lime in agriculture?

PHYSICS.

(Three Hours allowed for this Paper.)

1. Describe the construction and explain the action of Roberval's balance and of the common weighing machine.

2. In the communication of motion by contact, the angular velocities of the pieces are inversely as the segments into which the common normal divides the line joining the centres of motion.

3. If a tight flat band run on a revolving cone, in which direction will it move, and why? What is consequently the proper shape for a pulley on which such a band is to run? How can such a band, if running on a cylinder, be shifted to a new position?

4. What is an escapement? What are the escapements most commonly used in clocks? Give a clock train with a pendulum beating half seconds, and with hour, minute, and second hands.

5. Explain the principle of the rifle.

6. What is meant by specific gravity? How do you find the specific gravity of a solid lighter, and how of a solid heavier than water? Describe Nicholson's hydrometer and its use.

7. What is the proper form of a mouthpiece for discharging liquids from a vessel? and why?

8. What is meant by diamagnetism? Give a list of diamagnetic bodies. Is the term absolute or relative?

9. Distinguish between the conductive, disruptive, and convective discharge of electricity, and give instances of each. Which of them is the cause of danger to buildings in a thunderstorm, and how is the danger obviated?

10. Describe the electric telegraph, and its action.

11. What phenomena take place in producing what is called the electric light?

12. What is an achromatic telescope? What is the cause of chromatism in lenses, and on what principle can the evil be obviated?

13. Describe experiments to illustrate the phenomena of diffraction.

14. Describe the stereoscope. What may we infer from it in regard to our means of judging of the distance of objects which we see?

15. Describe the construction of the compound microscope.

(No. 2.)

GENERAL EXAMINATION OF TRAINING SCHOOLS.

CHRISTMAS 1855.

FEMALE STUDENTS.

All your answers are to be written on this paper. Answers written on any other paper will not be looked over.

Before beginning your answers, you are to fill up the following table, so far as it applies to you:—

The Name of the Training School at which you are now being examined.	*Your Christian Name and Surname* in full, *and the* current *Year of your Age.*	*Do you attend this Examination, as— 1. A resident Student? 2. A Teacher to be examined for a Certificate of Merit, and* from what School?	*If you are, or have been, a Student, state the Month and Year in which you entered the Training School, and the Month and Year in which you left it.*

HOLY SCRIPTURE.

(Three Hours allowed for this Paper.)

1.—The supplementary questions are not to be attempted by any *candidate of the first year* who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the supplementary questions.

2.—Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.

Section 1.

1. What practical lessons are to be learned from the history of Rebecca, Miriam, and Hannah?

2. What lessons are taught by events in the Old Testament, associated with the following places: Gilgal, Shiloh, Hebron, Beersheba, Bethel, Tabor, Bethlehem?

3. Name the principal events in the lives of Eli, Jonathan, Asa, Uzziah, Josiah; and state very briefly the religious lessons which those events teach or illustrate.

4. What punishments are recorded to have been inflicted for the sins of pride, falsehood, and irreverence in the Old Testament?

Section 2.

1. Write out the prophecies which most distinctly describe the place, time, and circumstances of the birth of our Lord.

2. Write out the prophecies relating to the New Covenant. Explain the terms, and show the fulfilment.

3. At what time did these prophets flourish: Amos, Habakkuk, Zachariah, and Malachi? Give a succinct account of the contents of one of these books.

Section 3.

1. Give an exact analysis of the contents of the Sermon on the Mount, and write out the last portion in the words of Holy Writ.

2. On what occasions was St. Peter approved or rebuked for his answers to our Lord? Quote the words of our Saviour on two of these occasions, and show their practical application to the hearts of all believers.

3. Explain these texts—

"The law was our schoolmaster to bring us to Christ, that we might be justified by faith."

"Christ is the end of the law for righteousness to every one that believeth."

Section 4.

1. Compare the miracles wrought by St. Peter and St. Paul. In what respects do they resemble or differ from the miracles of our Saviour?

2. What events are associated with these places in the New Testament: Samaria, Tarsus, Lystra, Berœa, Cenchrea, Tyre, Crete, Miletus? State briefly what spiritual truths are learned from these events.

3. Describe exactly the circumstances that led to the imprisonmen of St. Paul.

4. What do we learn about the constitution of the primitive church from the Acts of the Apostles?

SUPPLEMENTARY.

1. Give instances of figurative language used by the prophet Isaiah, and show what spiritual truths are illustrated by each passage which you quote.

2. Describe the line of argument used by St. Paul in addressing heathens, Jews, and weak or prejudiced Christians. Support your statements in each case by references to his speeches or writings.

3. Enumerate the Pastoral and Catholic epistles. Why are they so called? Give a summary of one of these epistles.

4. Analyse very carefully one of the following portions of Holy Scripture: Romans, chapters v. to viii. 1 Corinthians, chapters xii. to xiv. Galatians, chapters i. to iii. Add to this analysis not less than six verses from the passage in the words of Holy Scripture.

5. Explain the following passages; illustrate them fully from Holy Scripture, and state clearly the spiritual lessons which they suggest.

"Your conversation is in heaven."

"Fellow citizens with the Saints."

"Ye are dead, and your life is hid with Christ in God."

"Ye also as lively stones are built up a spiritual house, an holy priesthood, to offer up spiritual sacrifices, acceptable to God, by Jesus Christ."

6. On what occasions are these persons mentioned: Epaphras, Demas, Alexander, Phœbe, Diotrephes? Prepare the sketch of a lesson upon moral qualities or defects illustrated by the conduct of two of these persons.

CATECHISM, LITURGY, AND CHURCH HISTORY.

(Three Hours allowed for this Paper.)

Section 1.

1. Explain the following terms used in the Catechism, illustrate them by reference to Holy Scripture, and state very briefly the chief practical lessons which they suggest: Inheritor, Member of Christ, Communion of Saints, Sanctifieth, Ghostly enemy, Sacrament, Pledge to assure us thereof.

N.B.—This exercise must be written in the form of a lesson.

Section 2.

1. Write out one of the following articles, with illustrations from Holy Scripture.

1. Of good works. 2. Of sin after Baptism.
3. Of the unworthiness of the ministers which hinders not the effect of the Sacrament. 4. Of the Lord's supper.

Section 3.

1. What forms of confession are prescribed by our church? Describe accurately the contents of each form.
2. What doctrines are more distinctly taught in the Athanasian than in the Nicene Creed?
3. Give an account of the prayers used in the Ember weeks, and of the Collects for Advent.
4. What lessons are selected from the Old Testament for Good Friday, Easter-day, Whitsunday, Trinity-sunday? State clearly in what respects each lesson is appropriate to the services of the day.

Section 4.

1. In what points did the first English Prayer Book differ from the forms previously used?
2. What additions have been made to the Prayer Book since the accession of Charles II.?
3. What persons were most concerned in the revisions of the Prayer Book in the reigns of Elizabeth and Charles II.?

SUPPLEMENTARY.

1. At what time did the following ecclesiastics flourish, and for what were they severally remarkable? Anselm, Fisher, Whitgift, Sandys, Bramhall, Butler, Barrow.
2. What heresies arose in the first four centuries? What effect had those heresies upon the doctrinal statements universally received by the Church?
3. Who were the principal Christian writers in the first, second, and fourth centuries? Give an account of the life or writings of some of these writers.
4. Give some account of the chief persecutions of the early Church, especially of that in which the British Church was concerned.
5. Describe the circumstances which led to the Reformation, name the chief agents, and the principal events.
6. Show that the constitution and doctrine of our Church are in accordance with Holy Scripture and the authentic records of early Christendom.
7. Name the Bishops of Rome who have been concerned with the affairs of England, and state the results of their conduct on each occasion.
8. Give some account of the origin and progress of the great religious societies connected with the Church of England.

GRAMMAR.

(Three Hours allowed for this Paper.)

Section 1.

1. Enumerate the modes by which nouns and adjectives are derived from other parts of speech.
2. Illustrate the rules for the construction of the relative pronoun by passages from some poem or prose writing.
3. Explain the derivation and exact meaning of these words,—could, ought, aught, brand, token, cud, draught, clause, sentence, etymology, syntax, ellipse.

Section 2.

Parse the words in italic in the following passage; explain their connexion with other words in the sentence; and give the rule of syntax which is applicable in each instance:—

> Brutes graze the *mountain top*, with faces prone
> And eyes intent upon the scanty herb
> *It* yields *them*: or *recumbent* on its brow,
> *Ruminate heedless* of the scene outspread

Beneath, beyond, and *stretching* far away
From inland regions to the distant main:
Man views it, and admires; but rests *content*
With *what* he views. The landscape has its praise
But not its *Author*. Unconcerned *who* formed
The Paradise he *sees*, he finds it such,
And *such* well pleased to find it, asks no more.
Not so the mind *that* has been touched from Heaven,
And in the school of sacred wisdom *taught*
To read His wonders, in *whose* thought the world,
Fair as it is, *existed ere* it was.
Not for its own sake only, but for *His*
Much more, who fashioned it, he gives it praise,
Praise *that* from earth *resulting*, as it ought,
To earth's acknowledged Sovereign, finds at once
Its just proprietor in Him.

Section 3.

1. Express the full sense of the above passage in plain and correct prose.
2. Write a paraphrase of the following passage:—
(This is intended for students of the 2nd year, who have, however, the option of taking the former passage.)

But say I could repent, and could obtain
By act of grace my former state: how soon
Would height recall high thoughts, how soon unsay
What feigned submission swore. Ease would recant
Vows made in pain, as violent, and void.
For never can true reconcilement grow
Where wounds of deadly hate have pierced so deep,
Which would but lead me to a worse relapse
And heavier fall: so should I purchase dear
Short intermission bought with double smart.

Section 4.

1. Explain these expressions clearly as to a pupil-teacher,—sentence, subject, enlarged subject, predicate, enlarged predicate, adjunct.
2. Analyse this proposition—"The girls, having been carefully instructed by the mistress, read the passage with much intelligence."
3. Analyse this passage,—

But poverty with most, who whimper forth
Their long complaints, is self-inflicted woe,
The effect of laziness, or sottish waste.

SUPPLEMENTARY QUESTIONS.

1. Of what elements is the English language composed? In what proportion do they severally enter into its composition? Give instances of words belonging to each element, from the passages which are set for a paraphrase.
2. Enumerate the figures of rhetoric commonly used by good writers, with examples from Cowper and Milton.
3. Name the chief writers who flourished in the following reigns, and give an account of the life and writings of one author in each reign,—Elizabeth, Anne, George III.
4. What are the most valuable works which you have read by female authors, with especial reference to moral habits and practical duties? Give a clear but succinct account of the contents of one of these writings.
5. What book of poetry have you read this year? Give a general summary of its contents; and quote some of the passages which impressed you most strongly for their bearing upon the formation of character.

GEOGRAPHY.

(Three Hours allowed for this Paper.)

Section 1.

1. Draw a map to show the indentations of the western coast of Great Britain between the Solway and the Land's End.
2. Draw a map of Scotland, with names of rivers and principal heights.
3. Draw a map of Ireland, naming the chief towns and the rivers.

Section 2.

(These questions may be illustrated by drawing.)

1. Trace the coast line of Europe from the Elbe to the Straits of Gibraltar.
2. Describe the course of these rivers:—the Loire, Danube, Elbe; name their tributaries, and the chief cities on their banks.
3. Describe the physical features, climate, and productions of Turkey in Europe.

Section 3.

1. Name all the British possessions in the western hemisphere; and describe the physical features, climate, productions, and population of one of the principal of these possessions.
2. For what reasons are the following places most important to England:—Malta, St. Helena, Ceylon, Hong Kong, Singapore, Van Diemen's Land? Give a full account of one of these places.

Section 4.

1. State briefly where each of these places is situate, and for what it is most remarkable,—Astrakhan, Bucharest, Sinope, Magdeburg, Bâle, Cairo, Benares, Helsingfors, Peshawur, Pitcairn Island.
2. Enumerate and give some account of the principal plains of the eastern continent.
3. Classify the rivers of the western continent according to their length; name the chief cities on each.

SUPPLEMENTARY.

1. What artificial lines are used to indicate variations of climate? Explain the meaning and use of these lines.
2. Name the countries most remarkable for a dry, moist, or medium climate. To what special causes is the difference attributed in each case?
3. In what regions are the following animals and vegetable products found:—the giraffe, alligator, chimpanzee, ant-eater, humming-bird, rice, bread-tree, olive, caoutchouc, gutta-percha?
4. What connexion may be traced between the physical features of certain countries in Europe, and the history or condition of the inhabitants?
5. Name the principal imports of England, and state what indications those imports give, as to the physical character or civilization of the countries from which they are brought.
6. Upon what natural and artificial products does the prosperity of this country chiefly depend? Give some estimate of the value of the most important of these products.

ENGLISH HISTORY.

(Three Hours allowed for this Paper.)

Section 1.

1. Name the chief events in the history of England connected with these persons:—Agricola, Adrian Severus, Galgacus, Paulinus.
2. Give some account of these kings:—Redwald, Edwin, Hardicanute, Edward the Confessor.

3. What Saxon queens are named in history? Describe briefly the character of each.

Describe the most remarkable institutions of the Saxons.

Section 2.

1. At what date, and under what circumstances did the following kings ascend the throne of England:—Harold, Stephen, Henry IV., William III., George I.?

2. Name the chief events connected with Wolsey, Thomas à Becket, and Sir Walter Raleigh.

3. Name the queen consorts in these reigns,—William I., Edward I., Edward IV., James II., George II., George III. Give some account of two of these queens.

Section 3.

1. What events in the following reigns had most effect upon the political constitution of England,—Henry III., Henry VII., Charles II., William III.?

2. Who were the most distinguished statesmen and commanders in these reigns,—Elizabeth, Anne, George III? Name one or more great events associated with each name.

3. What kings of France are named in English history in connexion with these reigns,—Richard I., Henry VIII., Elizabeth, Charles I? State what you know of one of these princes.

Section 4.

1. At what time and under what circumstances were the following possessions annexed to the British empire,—Jamaica, Gibraltar, Canada, Malta, and Cape Colony?

2. Give an account of the introduction and progress of the following manufactures,—woollen cloths, cotton, hardware, pottery.

SUPPLEMENTARY.

Students are not *expected* to answer questions on more than one epoch.

1st Epoch.

Describe the progress of the Romans in this island. What traces of their power still remain? Name the divisions of this island in the 4th century.

Arrange in chronological order the chief events of the Anglo-Saxon history.

Give a clear account of the buildings, costume, and households of the Saxons in the 10th century.

What were the most striking points of contrast between the political institutions of the Saxon and the Norman kings? State the effect of those differences upon the condition of the people.

2nd Epoch.

For what personal qualities were the princes of the Plantagenet line generally remarkable? Show the effect which the character of the most able of those princes had upon the condition of the people.

Give some account of the immediate results and permanent consequences of the Crusades, with especial reference to the habits and condition of the people.

What circumstances promoted the growth of large towns, and the independence of the mercantile classes, from the 14th to the 16th century?

On what occasions were the following princes connected with English history,—Philip Augustus, Louis XI., Louis XII., Francis II., Henry IV., Ferdinand of Arragon? Describe briefly the character of each, and the chief events in their reigns.

3rd Epoch.

Give some account of the social and domestic habits of the English in the 16th century.

What statesmen had most influence in the reigns of Henry VIII. and Elizabeth? Give a full account of one of these in each reign.

Arrange in chronological order the chief events of the 16th century.

Describe the character of some of the principal royalist and republican leaders in the civil wars of this time.

4th Epoch.

Describe the foreign policy of William III.

Arrange the chief events either of the 17th or 18th century, in chronological order.

Name the statesmen who had most influence in the reigns of George I. and George II. To what party did each belong? Describe briefly the chief transactions in which each was concerned.

Name the chief events of English history since the accession of William IV.

What progress has been made since the commencement of this century in the education of the labouring classes?

ARITHMETIC.

(Three Hours allowed for this Paper.)

Candidates may not answer more than one Question in each Section.

Section 1.

1. Show, as to a class, that multiplication is the same as addition, and explain the construction of a multiplication table.

2. Divide 3487906 by 754, and explain each step in the process.

3. Write out the notes of an introductory lesson on simple proportion.

Section 2.

1. I gave 19 yards at 19*s.* 11¾*d.* per yard, for 79 lbs. of tea at 5*s.* 10*d.* per lb.; how much did I gain or lose?

Bought 7 pieces of cloth, each 56¾ yards, and sold 279¾ yards, 3 nails; how many yards remain unsold?

2. Make out a bill for the following articles:—

27	yds.	fine cloth,	black, at	23*s.* 7½*d.*	per yd.
34	,,	do.	do. blue, ,,	19*s.* 8¾*d.*	,,
23	,,	do.	do. olive, ,,	16*s.* 4½*d.*	,,
29	,,	cassimere,	black, ,,	9*s.* 11¾*d.*	,,
31½	,,	do.	drab, ,,	7*s.* 6½*d.*	,,
43⅝	,,	do.	mixed, ,,	6*s.* 4¾*d.*	,,

3. If coals are sold at 18*s.* 6*d.* per ton, what will be the worth of 19¼ barge-loads, supposing that each barge carries 43 tons?

What is the property tax, at 7*d.* in the pound, of a farm, whose rental is 27*s.* 6*d.* per acre, and which contains 912 acres?

4. Find, by practice, the value of 6583$\frac{5}{16}$, at 1*l.* 19*s.* 11¾*d.*

If 1*s.* 3*d.* is paid for 6 lb. 14 oz. of bread, when wheat is 4*s.* 9*d.* per bushel, what must be paid for 23 lbs. 12 oz., when wheat is 5*s.* 5*d.* per bushel?

Section 3.

1. What must be added to $\frac{3}{7}$ of $\frac{5}{8}$ to make it equal to $\frac{9}{10}$ of 3¾?

Add, £$\frac{3}{5}$ + ¾ crown, + $\frac{5}{8}$ guinea, + $\frac{1}{4}$ shilling.

2. If $\frac{3}{16}$ of a ship cost 273*l.* 2*s.* 6*d.*, what is $\frac{5}{32}$ of her worth?

3. Divide ·04176 by 713·5. Find the value of ·38674 lb. troy; and 0·1986 of a year. Express decimally 18 cwt. 0 qrs. 14 lbs.

Section 4.

1. What sum must be laid out at 3½ per cent. per annum to amount to 980*l.* 10*s.* 6*d.* in 4½ years?

What is the discount on 325*l.* 10*s.*, due 146 days hence, at 3¾ per cent. per annum?

2. If I gain 10*l.* per cent. by selling tea at 6*s.* per lb.; what do I gain or lose per cent. by selling it at 5*s.* 10*d.* per lb.?

3. What must be given for 5,050*l.* stock, in the three per cents., at 85⅜ per cent.?

Section 5.

1. What is meant by a decimal system of coinage?

2. Is our present system of coinage decimal? Prove your answer.

3. What new coins has it been proposed to introduce, and what to withdraw or change in relative value?

4. What is the difference between money of *coinage*, and money of *account?* Give instances.

5. Express 17*s.* 6*d.* as the decimal of 1*l.*, and name the coins whereby you would represent that decimal?

Section 6.

1. Give examples of the entries that are severally made in the books commonly used by tradesmen in keeping their accounts.

2. Describe, with examples, the method of double entry.

SCHOOL MANAGEMENT.

For Students of the First Year.

(Two Hours allowed for this Paper.)

The student may select any questions which she can answer completely.

[*Write the first line of your first answer as a specimen of copy-setting in* large-hand; *and the first line of your second answer as a specimen of copy-setting in* small-hand.]

1. Describe accurately the different steps by which children are best taught to learn the sounds of letters in monosyllabic words.

2. Name all the devices by which you propose to keep up the attention of children, and to prevent waste of time in a reading lesson of very easy narratives.

3. What faults are likely to be committed by a pupil-teacher in superintending a lesson in penmanship? How can those faults be corrected?

4. Describe the most effective way of correcting a lesson in dictation.

5. How do you propose to teach girls to write abstracts of lessons? At what time would you correct these exercises, and give practical lessons upon them to the writer or the class to which she belongs?

6. What maps are required for a school of 100 girls? What set of maps do you prefer, and why? How would you use them? Describe the best mode of suspending them before a class.

7. What use do you make of the black-board in a lesson on geography? Do you prepare the drawing before or during the lesson? Give reasons for the plan which you prefer.

8. What faults are pupil-teachers likely to commit in the use of apparatus? How are those faults to be corrected?

9. By what rules or principles are you guided in collecting materials and preparing notes for a lesson on—

1. Natural objects.
2. Topography.
3. Moral qualities or habits.
4. History.

10. By what means can you keep up the attention of a class of girls between 10 and 13 years old in delivering these lessons?

11. What terms ought you to avoid in giving lessons upon minerals, vegetables, and animals? Make out a list of the words which you would substitute for those objectionable terms, in order to convey distinct and intelligible ideas to young girls.

12. To what points has your attention been directed when listening to model lessons upon the subjects enumerated in question 9?

SCHOOL MANAGEMENT.

For Students of the Second Year, and for Schoolmistresses attending the Examination.

(Two Hours allowed for this Paper.)

Candidates may select any questions, but must answer them fully.

Write the first line of your first answer as a specimen of copy-setting in large-hand; ***and the first line of your second answer as a specimen of copy-setting in*** small-hand.

N.B.—The questions marked with an asterisk must be answered by every candidate.

* 1. What are the advantages of registration to teachers, managers of schools, and parents?

* 2. What registers are necessary in keeping proper school accounts? Describe very minutely the complete form of a good register for daily attendance.

What is *an average?* Suppose the following table to be an extract from a school register of daily attendance—

	1		2		3		4	
	Morning.	Afternoon.	Morning.	Afternoon.	Morning.	Afternoon.	Morning.	Afternoon.
Monday - -	51	47	55	50	61	59	64	57
Tuesday - -	53	50	59	54	58	60	59	58
Wednesday -	35	39	57	57	55	51	52	56
Thursday -	52	48	53	53	53	56	40	38
Friday - -	55	46	54	47	54	46	41	37

What is the *average number in attendance for whole days* in the first, second, third, and fourth weeks (5 days) respectively?

What is the same average when extended to the four weeks collectively? How would you have to proceed in finding the same average for a whole year?

Give in detail the steps by which you arrive at each result.

3. Describe the peculiar advantages of catechetical teaching. What are the tendencies in this system which require especial caution with reference—1. To the teacher; and 2. To the scholars?

4. What are the chief objections urged against collective lessons? How far are these objections founded on fact? How can the tendencies to which they refer be obviated? What collective lessons are most useful (1) for training the faculties, (2) for giving information?

5. By what principles are you guided in collecting materials, and preparing notes for a lesson on—

1. Natural objects.
2. Topography.
3. Moral qualities or habits.
4. History.

6. To what points do you attach most importance in criticising lessons on the first and third subjects enumerated in the last question? State clearly your reasons.

7. Upon what qualities in a mistress does the good discipline of a school chiefly depend? Describe briefly the various *mechanical* devices by which a good mistress may bring a new school into habits of order, and prompt obedience.

8. What rules are most important for the moral training of children?

By what principles are you to be guided in training the bodily powers, and in cultivating the senses of children?

9. By what exercises are habits of attention best cultivated?

10. Give some account of these mental powers: Memory, Understanding, Imagination.

11. At what hours do you propose to give lessons to pupil-teachers? State clearly your reasons, and the result of your own experience as a pupil-teacher.

12. What are the most essential points to be kept in mind in arranging a school-room and preparing a time-table?

NOTES OF A LESSON.

For Students of the First Year, and for Teachers in charge of Schools.

(Two Hours allowed for this Paper.)

Prepare the notes of one lesson on each of the following subjects—

1. The foot, teeth, neck, or respiratory organs of man.
2. Structure and habits of an animal belonging to either of these classes—
   Ruminants. Feline. Reptiles.
3. On the physical advantages of—
   Ventilation. Cleanliness. Exercise.
4. On the temporal and spiritual consequence of—
   Deceit. Idleness. Bad temper.

ESSAY.

For Students of the Second Year.

(Two Hours allowed for this Exercise.)

The subject matter discussed in each part of the essay should be noted in the margin.

Write an essay upon *one* of the following subjects—

1. The relations between a mistress and school managers.
2. The influence of a teacher's example upon the principles, habits, and future welfare of her pupils.
3. The cultivation of the mind considered especially with reference to practical results and the bearing upon the general formation of character.

DOMESTIC ECONOMY.

(Two Hours allowed for this Paper.)

Section 1.

1. Enumerate the chief vegetable substances used in food. What plants belong to each of these classes, leguminous, cereal, acetaceous?

2. What plants are most profitable in cottage gardening? State very accurately your reasons.

3. Enumerate the animal productions and substances used in food. State and explain the use of vinegar in cooking.

Section 2.

1. Describe the advantages or disadvantages of all materials used for fuel. Estimate the annual cost of fuel for a cottage in one of these counties—Middlesex, Wilts, Yorkshire, Norfolk, Derby, Lancashire.

2. In what household work is it expedient to instruct pupil-teachers? State the effect of such occupation from your own experience. In what qualities is a pupil-teacher who has received no such instruction likely to be deficient?

3. What kind of laundry would you recommend as an appendage to an industrial school? Describe accurately the apparatus required for such a laundry.

4. To what extent can industrial occupations be advantageously carried on in a school of 120 girls with mistress, assistant, and two pupil-teachers? State your reasons and plan of work. What oral instruction on domestic economy can advantageously be given, while girls are engaged in needlework?

Section 3.

1. Give receipts for meat pudding, boiling rice, and haricot beans?

2. Describe the process of clear starching. How do you take out iron moulds? What are the advantages or disadvantages of soda in washing?

3. Describe the best grates for coal fires. What causes make chimneys smoke? What is smoke? Under what circumstances will it ascend or descend a chimney?

4. What kinds of bedding are the most economical and most conducive to health? State your reasons. What are the physical effects of crowded sleeping rooms?

Section 4.

1. State clearly what causes affect the value of food and all articles used by cottagers. Upon what circumstances do the rise and fall of wages depend?

2. What articles are most frequently used in the adulteration of food? State the effects of each of these articles. How can they be detected?

3. Enumerate the diseases most prevalent among young children. Describe the symptoms of measles, scarlet fever, hooping cough, and croup.

4. What is the best treatment for burns, chilblains, bruises, ringworm, and sudden choking? What other instruction on matters of this kind is likely to be useful to the mistress of a school?

5. Estimate the total value of the income of a schoolmistress with a certificate of the first division in the second class, and with two pupil-teachers, supposing her to receive from the managers 35*l.* per annum, with furnished house. Prepare a clear statement of her annual expenses, and of the best mode of investing her savings.

MUSIC.

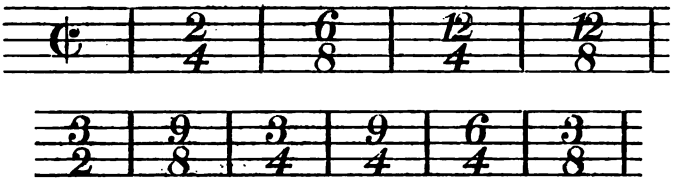
(Three Hours allowed for this Paper.)

1.—*The Questions in Division II. are not to be attempted by any* Candidate of the First Year *who has not answered one question in each of the preceding Sections. No such Candidate may answer more than two of the Questions in Division II.*

2.—*Candidates of the Second Year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the Paper.*

Division I.

Section 1.

1. Explain the following marks of time, pointing out which are common and which are triple time; which also are simple and which are compound time.

2. Explain the following terms, *Sharp, Flat, Natural, Accidental.* How long does the influence of an accidental last, and does it ever affect notes in the following bar?

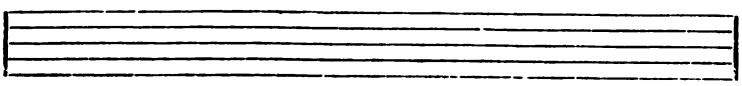
3. (1) What is an interval? (2) What a tone? (3) Explain the difference between a major and a minor third.

Section 2.

1. Name the order of the keys with sharps.
   Name the order of the keys with flats.
2. What is a tetrachord? What the diatonic scale, and how do you form it? What is the chromatic scale?
3. How is the minor scale formed? How does it differ from the major scale? And why are the sixth and seventh notes of the ascending minor scale raised by accidentals?

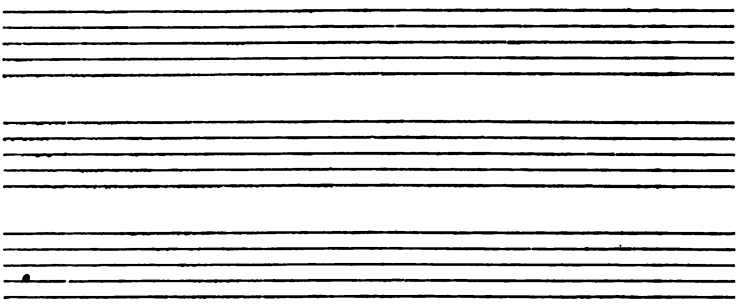
Section 3.

1. What is transposition? Enumerate its advantages both to the instrumental performer and the vocalist.
2. What do the following intervals become when inverted? viz.—
A Second. A diminished third. A perfect fourth.
An extreme flat seventh. An extreme sharp sixth.
3. Are there any other clefs in use besides those of the treble and the bass? Give the names of them, and mark the position of each on the following stave:

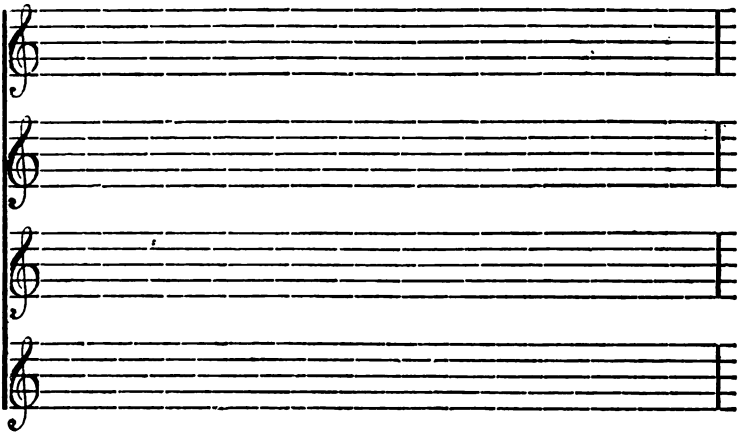


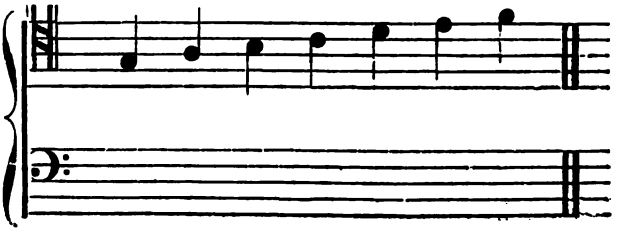
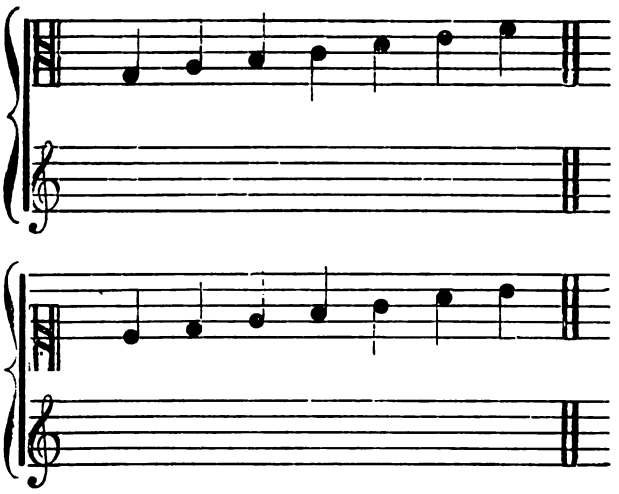
Division II.

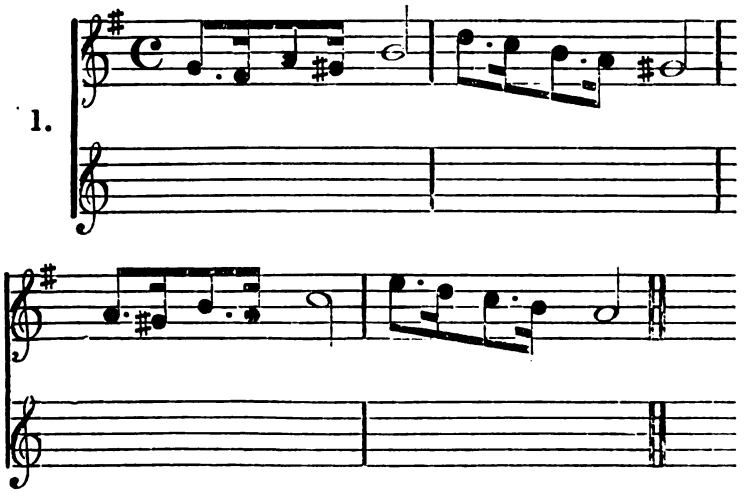
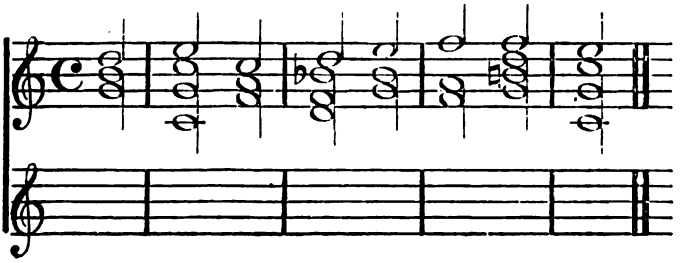
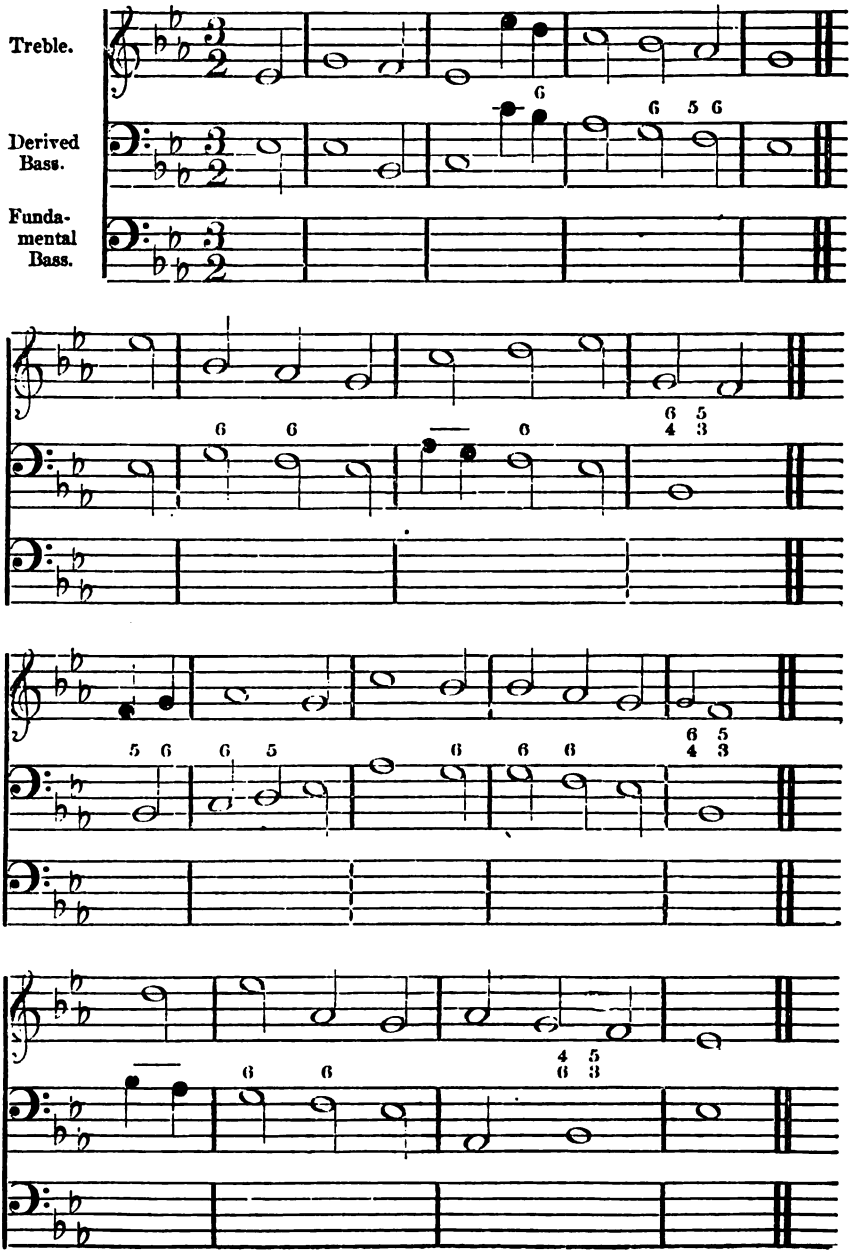
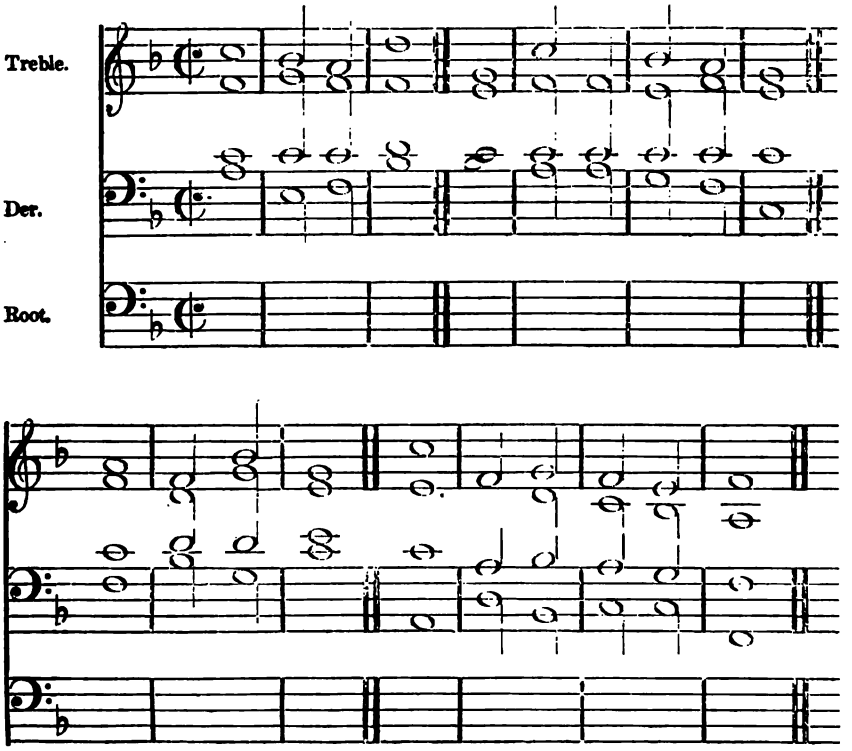
1. Write one bar in every species of time described in Question 1, Section 1, employing as few notes as possible, and introducing dots and rests.

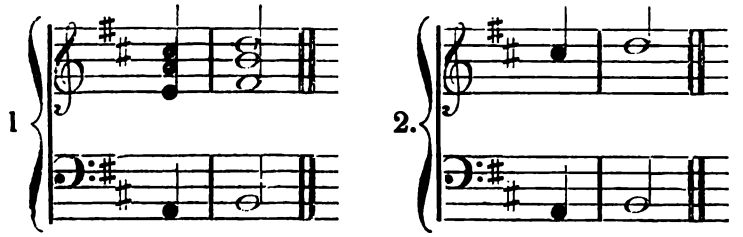


2. Write the scales of D major and B ♭ major, and the scales of their relative minors, ascending and descending, prefixing the proper signature to each stave.

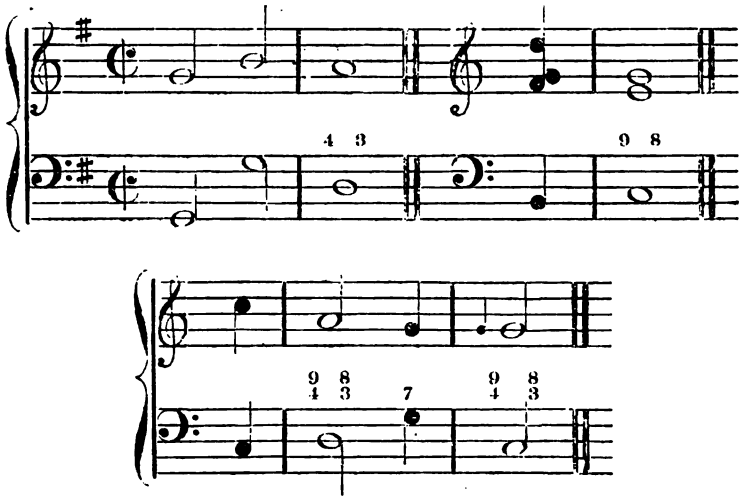


3. In what clefs are the following notes written? Write in the bass, and in the two treble staves the same notes as those marked respectively in the C clefs.

4. Write the following passages, No. 1 in the key of F, No. 2 in the key of B ♭, prefixing the signature in each instance.

1.

2.

5. Put chords to the following psalm tune according to the figured directions, with the root or fundamental bass of each note in the lowest stave. Insert also the proper chords where there are no figures.

6. In the following chant the three inversions of the dominant seventh are introduced. Point them out by the appropriate figuring for each inversion, inserting the figures between the derivative and fundamental bass staves, and placing in the lowest stave the root of each inversion.

7. Consecutive fifths and octaves are both exhibited in the following example, No. 1. Show how they may be corrected in No. 2.



8. Fill up the following, as figured.



WELSH.

(Two Hours allowed for this Exercise.)

(1.) Translate into English *one* of the two following passages:

Gweil yw y tlawd a rodio yn ei uniondeb, na 'r traws ei wefusau, ac yntau yn ffol. Hefyd, bod yr enaid heb wybodaeth, nid yw dda; a'r hwn sydd brysur ei draed a becha. Ffolineb dyn a wyra ei ffordd ef: a'i galon a ymddigia yn erbyn yr Arglwydd.

Afonig fechan, fywiog, fâd,
Pa le 'r âi di?
" Af adref, adref at fy nhad;
Môr, môr i mi!"
Mae 'r rhwystrau 'n fawr, mae 'r daith yn hir,
Mae 'r ffordd trwy lawer diffaith dir:
Gwell iti oedi 'r hynt yn wir;
O aros di!
" Na, na: nid all nad all nac anial mailt,
Nac unrhyw fryn na bro ychwaith,
Fy rhwystro i gyrhaedd pen fy nhaith,
Môr, môr i mi!"

(2.) Parse fully *one* sentence in the passage which you have translated: explaining carefully the literal mutations in it.

(3.) Translate into Welsh—

" We live in a beautiful country, full of mountains and valleys, rocks and streams, meadows and woods. The climate, though wet, is healthy; provisions are cheap and good; and the inhabitants are so honest, that you may leave your door unbolted at night without any fear of robbers."

(No. 3.)

EXAMINATION OF CANDIDATES FOR QUEEN'S SCHOLARSHIPS.

CHRISTMAS 1855.

Candidates are advised to begin by reading the questions through to the end, before they attempt to answer any of them.

Candidates are not expected to answer all the questions. Far higher marks will be gained by a few accurate and sensible answers than by a great number of indifferent attempts.

Candidates will do well to answer those questions first *which they* feel best able to answer. *The answers should (as far as possible) be* begun to be written *opposite the questions to which they refer. If, in any case, candidates cannot conveniently comply with this direction, they should head the answer thus:—* "*Question, No.* ."

All the answers are to be written on this paper. Answers written on any other paper will not be looked over.

The following table must be carefully filled up:—

Your Christian Name and Surname, in full, *and the* current *Year of your Age.*	*The Name of the Training School at which you are now being examined.*	*The Name of the School in which your Apprenticeship was served.*

RELIGIOUS KNOWLEDGE.

(Three Hours allowed for this Paper.)

1. What events are connected in Holy Scripture with the following places: Bethany, Cæsarea, Ephesus, Gath, Shiloh, and Sychar?

2. Draw a map of the regions traversed by the children of Israel in their journey from Rameses to Jericho, marking carefully upon it the following mountains: Hor, Horeb, Nebo, Pisgah, Seir, and Sinai.

3. What prophecies relating to our blessed Lord received their fulfilment during the period between His agony in the garden and His resurrection from the dead?

4. Write out notes of a lesson—to be delivered to one of the junior classes in your school—on "The ministry of Jesus Christ upon earth."

5. Explain clearly what you understand by a *miracle*. Write out, as nearly as you can in the words of Holy Scripture, the account of our Lord's first miracle of the withered fig tree, and St. Peter's draught of fishes when he let down the net at the command of Jesus.

6. "This is that which was spoken by the prophet Joel: 'And it shall come to pass in the last days,' saith God, &c." Write out this prophecy, as quoted by St. Peter, and relate its fulfilment.

7. What events do we commemorate on the following festivals: Annunciation, Circumcision, Easter, Epiphany, Holy Thursday, Nativity, and Whit Sunday? Mention separately such of them as are *not* "moveable" feasts, with the dates on which they respectively fall.

8. Write out the order of the Morning Service (Sunday) from the Prayer-book. What difference is made on other days of the week?

9. What does the Catechism teach us about the need and duty of prayer? What other means of grace does it mention? What do you understand by the word *grace* in these passages?

10. Write out as many texts as you can to show the difference between the law and the gospel.

11. What nations, besides the Jews, are chiefly mentioned in Holy Scripture? and what is narrated, or prophesied, about each of them?

GRAMMAR.

(Three Hours allowed for this Paper.)

1. Paraphrase the following passage:—

"Imagination in a poet is *a faculty* so wild and lawless, that it needs to have some check *put* upon it, lest it *outrun* the judgment. The great easiness of *blank* verse renders the poet *too* luxuriant; he is tempted to say many things which *might* better be omitted, or at *least shut up* in fewer words. But when the difficulty of artful rhyming is interposed, where the poet confines *his* sense to his couplet, and must *contrive that* sense into such words, *that* the rhyme shall naturally follow them, not *they the rhyme;* the fancy then gives leisure to the judgment to come *in, which* seeing so heavy a tax imposed, is ready to cut off all unnecessary expenses."

2. Parse the words printed in italic.

3. Analyze the same passage, beginning at "The great easiness, &c."

4. Arrange separately all the words of Saxon, Latin, and French derivation.

5. Write out the following passage in the order of prose.

You are not to change the words, but only the arrangement of them, according to the common rules of grammar. You will supply between brackets [ ] *such words as require to be inserted, in order to make the construction regular.*

"Northward beyond the mountains we will go,
Where rocks lie covered with eternal snow,
Thin herbage in the plain, and fruitless fields,
The sand no gold, the mine no silver yields;
There love and freedom we'll in peace enjoy,
No Spaniards will that colony destroy;
We to ourselves will all our wishes grant,
And nothing coveting can nothing want."

6. Give instances from the last passage of the following rules:—

(*a.*) The verb agrees with its nominative case, in number and person.
(*b.*) Adverbs qualify the meaning of verbs.
(*c.*) Adverbs may consist of more than one word.
(*d.*) Conjunctions unite words and sentences.
(*e.*) Certain words and tenses of English verbs can only be expressed by means of auxiliaries.

7. How many different sorts of pronoun does the last passage contain? Name them, and refer each to its proper class, adding *all the other* pronouns of the same class.

8. In the same passage, what part of speech is *where?* What is the antecedent to it? What is the grammatical difference between it and *there?*

9. To which of the parts of speech do the following words belong? *Yes, no, whence, whereof, ill, well, godly, only, alone, but, less, more, how, why, therefore.*

10. What are the rules for the comparison of adjectives? Explain the forms, *inmost, utmost, former, foremost, nearest, next, farther, further.*

11. Examine the spelling of the following words:—

arogant. fulfil. proceed. preceed. excede. recede. occular. harass. wholely. riband. waggon. temporance. temperize. aggravate. withold. threshhold.

Support your mode of spelling by the etymology of the word as often as you can.

12. Enumerate the most usual English prefixes, and show their meaning by examples. What is there irregular in the word *unloose?*

13. Name a book which may be taken as a good specimen of the English language at each of the following periods:—

(*a.*) Henry IV. (*b.*) Elizabeth. (*c.*) Queen Anne. (*d.*) At present. Have you read any part of those which you name? If so, when and where?

GEOGRAPHY AND HISTORY.

(Three Hours allowed for this Paper.)

1. Draw a map of the eastern coast of England, from Lynn to London, laying down the harbours and roadsteads.

2. Draw a map of Yorkshire, giving the chief towns, rivers, and hill-ranges.

3. Enumerate the West India Islands; naming the chief products of each, and the nation to which it belongs.

4. Describe the chief volcanic centres of the globe; mention earthquakes and remarkable eruptions connected with each.

5. Mention in order the countries through which a straight line from London to Sebastopol would pass.

6. Name the chief English exports and imports cut off by the war with Russia. Whence can Russia and England respectively supply these deficiencies?

7. State the results of the Norman conquest, immediate and general.

8. Mention the principal events and ministers of Queen Elizabeth's reign?

9. Draw a genealogical table giving the descent of George I. from Henry VII.

10. Give the reasons for both the wars between England and France in the reign of Edward III., with some account of the principal battles.

11. What share had Henry VII., Sir W. Raleigh, Sir F. Drake, and Captain Cook, in promoting English commerce?

For Female Candidates only.

12. Write a short account of some female remarkable for moral courage, filial affection, or active philanthropy.

ARITHMETIC.

(Three Hours allowed for this Paper.)

1. Find the weight of 1793 head of cattle, each on an average weighing 30 stones, 7 pounds.

2. How often is 24*l.* 11*s.* 6½*d.* contained in 8060*l.* 8*s.* 10*d.*?

3. If a person buy 603$\frac{3}{9}$ yards of cloth, for 9*s.* 7$\frac{5}{8}$*d.* per yard, at what price should he sell it per yard to gain 37$\frac{3}{9}$*l.* on the whole?

4. If 3¾ cwt. be carried 15½ miles for 4 guineas, how far should 9½ cwt. be carried for 21*l.*?

5. Show that the value of a fraction is not altered by multiplying its numerator and denominator by the same quantity.

6. Find the decimal of a pound which is equivalent to ·54 of a guinea, and reduce 3*l.* 2*s.* 6*d.* to the decimal of 5*l.*

7. Divide $\frac{78\frac{4}{7}}{157\frac{3}{5}}$ by $\frac{29\frac{7}{17}}{71\frac{8}{11}}$, and reduce the quotient to a circulating decimal.

8. 4 feet 4 inches, being the area of a map which is laid down on the scale of an inch to a mile, required the number of acres represented.

9. The per-centage of children who are learning to write is 65 in a school of 60 children, and 78 in another school of 70, what is the per-centage in the two schools together?

10. It is agreed that the rent of a farm shall consist of a fixed sum, together with the value of a certain number of bushels of wheat; when wheat is 56*s.* a quarter, the rent is 250*l.*, when wheat is 60*s.*, the rent is 206*l.*, what will be the rent when wheat is 80*s.* a quarter?

11. What sum of money will amount to 735*l.* in two years, at 5 per cent. compound interest? What will it amount to in two years more?

12. What must be the market value of the three per cent. consols, in order that, after deducting the income tax of 1*s.* 4*d.* in the pound, they may yield four per cent. interest?

13. If a grocer buys 2 cwt. of sugar from a merchant at 4*l.* 10*s.*, and retails it at 8*d.* per lb., what entries should be made in his books, supposing them to be kept according to the system of double entry?

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

[*Write the first line of your first answer as a specimen of copy-setting in* large-hand, *and the first line of your second answer as a specimen of copy-setting in* small-hand.]

1. Give a minute description of the *methods* of instruction in which you have been trained as a pupil-teacher. What text-books (if any) on method have you studied?

2. How would you organize an elementary school (infant or juvenile) with 150 children on the books? What subjects would you teach in small classes, and what collectively? How many collective groups would you form?

3. How many lessons a week would you give to the most advanced children in such a school, and of what would they consist? Specify the exact number to be given on each subject.

4. State your views as to physical education and the use of the playground.

5. Mention any such general rules for the conduct of a school as may seem to you calculated to mitigate the evils resulting from the early age at which the children of the working classes are taken from school.

6. Describe minutely the successive steps by which you would proceed to give a class of children a competent knowledge of geography.

7. State your views as to moral influence in a school, and the best means of obtaining and continuing it.

8. If you had charge of a school with a staff of pupil-teachers, what hours of each day would you devote to the school, to the special instruction of your apprentices, to private study, and to exercise or recreation respectively? Does your scheme differ from that which was adopted by your late teacher, and in what respects?

9. Describe the plan adopted in your school for giving the apprentices their special instruction. Were your exercises usually oral or written? What periodical examinations in writing had you?

10. Describe the attendance registers used in your school, and state the rules by which you have been accustomed to find the average attendance for each week, and the average number of days attended by each child.

11. What special means were adopted in your school to secure regularity of attendance? What proportion did the number in attendance ordinarily bear to the number on the books?

12. Were any *home* lessons learnt at your school? If so, what were the subjects of such lessons, how were they revised, and how were the children supplied with the books necessary for learning them out of school?

13. Have you been accustomed to prepare sketches of lessons? How have these sketches been revised by your teacher before the lessons were delivered? Mention any series of lessons thus prepared, revised, and delivered.

14. Draw out a sketch of a lesson upon one of the following subjects, and state for what portion of an infant or juvenile school it is intended:—

1. The rabbit. 2. Salt. 3. Rivers. 4. Lightning.

EXTRA PAPER FOR MALE CANDIDATES.

Candidates are not permitted to answer questions in more than one *of the three sections into which this paper is divided. No marks will be given for papers in which this direction is not observed.*

(Three Hours allowed for this Paper.)

EUCLID.—(First Section.)

1. Upon the same base, and on the same side of it, there cannot be two triangles that have their sides which are terminated in one extremity of the

base, equal to one another, and likewise those which are terminated in the other extremity.

2. If from the ends of a side of a triangle there be drawn two straight lines to a point within the triangle, these shall be less than the other two sides of the triangle, but shall contain a greater angle.

3. If two triangles have two sides of the one equal to two sides of the other, each to each, and one angle in the one equal to one angle in the other, viz., those which are opposite to equal sides, show that these two triangles are not necessarily equal to one another.

4. If a side of any triangle be produced, the exterior angle is equal to the two interior and opposite angles; and the three interior angles of every triangle are together equal to two right angles.

5. If a straight line be divided into any two parts, the square of the whole line is equal to the squares of the two parts, together with twice the rectangle contained by the parts.

6. In obtuse-angled triangles, if a perpendicular be drawn from either of the acute angles to the opposite side produced, the square of the side subtending the obtuse angle, is greater than the squares of the sides containing the obtuse angle, by twice the rectangle contained by the side upon which, when produced, the perpendicular falls, and the straight line intercepted without the triangle between the perpendicular and the obtuse angle.

7. Equal straight lines in a circle will all lie at equal distances from the centre.

8. Draw a straight line, from a given point without the circumference, which shall touch a given circle.

9. If a straight line touches a circle, and from the point of contact a straight line be drawn cutting the circle; the angles which this line makes with the line touching the circle, shall be equal to the angles which are in the alternate segments of the circle.

10. Describe a circle about a given triangle. Under what circumstances can a circle be described to pass through four given points?

ALGEBRA.—(Second Section.)

1. Reduce the expression $\overline{a-x}\,.\,\overline{x-b}\,.\,\overline{x+b} + b\,x\,.\,\overline{x+b} - b^2\,(a-x) - x - b\,\{b\,.\,\overline{a-x} - x\,.\,\overline{x+b}\} - b^2\,x + b\,.\,\overline{a-x}\,.\,\overline{b+x} - bx\,(x-b)$ to its simplest form.

2. $2x^4 + 1 \;\overline{\gtrless}\; 2x^3 + x^2$, whether x is $\overline{\gtrless}$ or $\angle$ 1.

3. Find the greatest common measure of
$$2x^4 - 3x^3 + 2x^2 - 1, \text{ and } x^4 - 2x^3 + x^2 - 1.$$

4. Extract the square root of $3\sqrt{3} - 5\frac{1}{4}$, and the cube root of 29 . 733377192.

5. Solve the following equations:—

1. $\dfrac{x+1}{2} + \dfrac{x+2}{3} - \dfrac{5-x}{4} = 14.$

2. $\dfrac{4x+3}{9} + \dfrac{7x-29}{5x-12} = \dfrac{8x+19}{18}.$

3. $\sqrt{x+11} - \sqrt{x} = 1.$

4. $\sqrt{x+1}\,.\,\sqrt{x} = 2.$

5. $\dfrac{x}{x+y} - \dfrac{y}{x} = \dfrac{x^2-y^2}{18}.$
$$\frac{x}{y} - \frac{x+y}{x} = \frac{y}{x}.$$

6. Prove that $\sqrt{3+\sqrt{3+\sqrt{3+}}}$ &c. $= \dfrac{\sqrt{13}-1}{2}.$

7. When corn was at 60*s.* a quarter, a baker sold bread to the amount of 48*l.* each day, and realized a profit of 14$\frac{3}{7}$ per cent. on his outlay; corn, however, rose to 80*s.*, and he raised his prices 25 per cent., but only sold three quarters as much as before: what was his comparative loss?

MENSURATION AND MECHANICS.—(Third Section.)

1. The area of a floor is 1532 feet 117 inches, and the length is 81 feet 9 inches, find the width.

2. How many rods, a brick and a half thick, are there in a wall 108$\frac{1}{4}$ feet long, 15 feet 9 inches high, and 2$\frac{1}{2}$ bricks thick?

3. Find the expense of papering a room with paper $\frac{5}{8}$ths of a yard wide at 7$\frac{1}{2}$*d.* per yard, the dimensions of the room being 18 feet, 12 feet, and 11 feet, and there being two windows and a door, each 7 feet by 4 feet.

4. The force at the extremity of an arm of a lever is 12 lbs., the length of the arm is 1 foot, and the pressure on the fulcrum is 16 lbs.; what is the length of the other arm of the lever?

5. If two weights balance each other on a straight lever when it is horizontal, they will balance each other in every position of the lever.

6. Why does not the common balance rest in *any* position when the weights are equal?

7. If a point be kept at rest by three forces which are as the numbers 4, 5, 6, draw the lines which will correctly represent their directions.

EXTRA PAPER FOR FEMALE CANDIDATES.

DOMESTIC ECONOMY.

(Three Hours allowed for this Paper.)

At the end of each answer, let each candidate name the text-book (if any) which she has used.

1. What do you understand by *Domestic Economy?* What instruction have you received in it?

2. What is meant by *ventilation?* Why is it necessary? Why is it so little attended to either in schools or in private houses? Mention some *simple* expedients by which the proper ventilation of a room may ordinarily be secured.

3. Mention some of the prevailing defects in the housekeeping of the poor, beyond those which result from the scantiness of their means.

4. Give examples of an economical succession of dinners for a labourer's family.

5. When potatoes are to be made into soup, should they be previously boiled, or not? Give reasons for your answer.

6. Give a recipe for the cheapest nutritive soup that you know.

7. What makes water *hard* or *soft?* Which is the best for washing clothes in? Why? Which is the most wholesome to drink?

8. State, and explain, the use of soda in washing.

9. Give directions for making a bed, and the reasons for each. What kinds of bedding are most economical and healthy?

10. What is meant by *mastication?* What provision has nature made for the several stages of the process? What evils result from the neglect of it?

(No. 4)

GENERAL EXAMINATION OF CANDIDATES FOR REGISTRATION.

EASTER 1855.

All your answers are to be written on this paper. Answers written on any other paper will not be looked over.

You are not permitted to answer more than one question in each section. Number your answers to correspond with the questions; and begin to write them (***as far as possible***) ***opposite to the sections to which they severally refer.***

Before beginning your answers, you are to fill up the following table:—

Your Christian Name and Surname, in full, *and the* current *Year of your Age.*	*The Name of your School and of the nearest Post Town.*	*The Name of the School at which you are now being examined.*

RELIGIOUS KNOWLEDGE.

(Three Hours allowed for this Paper.)

Section 1.

1. Name the sons of Noah, with the descendants of each. Quote Noah's prophecy in respect of them, with its fulfilment.

2. Describe (as you would to a class acquainted with the main facts) the general features which distinguished the position of the chosen people under (1) the patriarchs, (2) judges, (3) kings.

3. Give a detailed account of the captivity.

Section 2.

1. State the circumstances connected with our Lord's public entry into Jerusalem in the week preceding His death. Who were (1) "the money-changers," and (2) they "that sold doves?"

2. Give an account of the Sabbath, and explain what our Lord taught respecting it.

3. Describe St. Paul before Felix. What were the charges against him? What was the conduct of Felix?

Section 3.

1. "Forgive us our trespasses as we forgive them that trespass against us." Write out the parable by which our Lord enforced the principle involved in this petition.

2. What is the fundamental principle of the Sixth Commandment? Quote texts from the New Testament to prove your statement?

3. Show how the Sacraments of Baptism and the Lord's Supper answer the definition of the word Sacrament in the Catechism.

Section 4.

Enumerate the special offices in the Prayer Book, and give an outline of that for,—

1. Confirmation, *or* 2. Communion, *or* 3. Burial of the dead.

Section 5.

Write out from the order of the Daily Service *one* of the following parts:—

1. The General Confession. 2. The Ninety-fifth Psalm.
3. The General Thanksgiving.

GRAMMAR.

(Three Hours allowed for this Paper.)

Section 1.

1. Describe exactly what is comprised in the study of Orthography, of Etymology, and of Syntax, with illustrations of each.

2. Name the parts of speech, give the derivation of each of the words employed to express them, and show for what purpose each part of speech is especially used.

3. Explain what is meant by an abstract and a verbal noun, a passive participle, an auxiliary, a reflective, and an impersonal verb, a cardinal and an ordinal number, a compound pronoun, and a disjunctive conjunction.

Section 2.

1. Make a table showing all the inflexions (*excluding auxiliary words*) of a regular verb.

2. Explain what moods and tenses can be formed by the use of auxiliary verbs.

3. Conjugate a *passive* verb through all its moods and tenses, and parse the following passage. "It will be seen, that this continent is situated in the north-western part of the Eastern Hemisphere."

Section 3.

1. Show the grammatical relations (*concord*) which may exist between a noun and verb; between a noun and a pronoun; between a noun and an adjective, and between one noun and another.

2. Explain the structure of a simple, a complex, and a compound sentence, showing of what parts they each consist.

3. Analyse the following sentence, pointing out particularly all the subjects, predicates, objects, and adjuncts:—

"Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air."

Section 4.

1. Paraphrase the following passage:—

"When first thine *eyes unveil, give* thy soul *leave*
To do the *like;* our bodies but *forerun*
The *spirit's duty;* true hearts *spread* and heave
Unto their God, as *flowers do* to the sun."

Parse the words in italics.

Section 5.

1. Give some account of the stages into which the history of the English language may, with the greatest propriety, be divided.

2. Explain fully the derivation of the following words,—irresistible, unconsciousness, electric telegraph, physician.

GEOGRAPHY AND HISTORY.

(Three Hours allowed for this Paper.)

GEOGRAPHY.

Section 1.

1. Sketch a map of the county in which your present school stands, placing its hills, rivers, railroads, stations, and market-towns, and naming the counties which touch it.

2. Sketch a map of England and Wales, with the chief hill-chains and rivers.

3. Sketch a map of Europe, inserting all the political boundaries, the capitals, the principal rivers, and the principal mountains.

Section 2.

1. Enumerate the British dominions.
2. Describe the probable course of a ship leaving London for a cargo of deal timber, and of another leaving Bristol for a cargo of dried fruits (currants, &c.) What exports might they respectively take out with them?
3. Describe one of the following colonies:—
   1. Canada. 2. Cape Colony. 3. Melbourne.

Section 3

1. What are the following: a glacier, a watershed, a table-land, the trade-winds, a sirocco, an oasis, a monsoon, the malstrom, and the Dardanelles?
2. Name the United States of America, with such of their rivers, principal towns, and productions, as you remember.
3. Mention the chief races of mankind, some of their characteristics, and where they are to be found; also (only one region for each) where you might find the rhinoceros, the rein-deer, the hippopotamus, the chimpanzee, the kangaroo, the pelican, the beaver, mahogany, the cocoa-nut, the date-palm, the sugar-cane, and the cotton-tree.

HISTORY.

Section 1.

1. By what nations, at different periods of her history, has England been invaded?
2. Give some account of the battle of Hastings, and its immediate consequences.
3. Name the sovereigns of the Plantagenet line (with dates) giving a short account of *one* of them.

Section 2.

1. Write down such an account as you would give to a first class of—
   1. The wars of the Roses; *or* 2. The Crusades; *or*
   3. The Revolution of 1688.

Section 3.

1. What led to the war of Independence in America, and what distinguished persons were engaged in it?
2. Account for our possession of Gibraltar, Quebec, Malta.
3. What nations and great commanders were engaged in the battle of Waterloo? State the consequences to Europe which resulted from it.

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

Section 1.

1. What is meant by school organization? Describe the organization of your own school.
2. What are the advantages of parallel desks? Give directions for their construction, with a diagram and measurements.
3. Construct a *time-table*, with a corresponding plan of a school-room, such as you would adopt in a school of 100 children, with a view to the greatest possible economy of teaching power.

Section 2.

1. Describe your method of teaching the elements of reading.
2. Describe the best method of teaching geography, saying how you would arrange your class, what use you would make of the black-board, and in what order you would treat the several branches of the subject.

3. What are the faults in teaching to which young persons are most liable? Give some general directions by which you would hope to guard your pupil-teachers against them.

Section 3.

Prepare the notes of a lesson on *one* of the following subjects:—
Wheat. A pump. The lungs. Cleanliness. The British Constitution.

Section 4.

1. Describe the registers used in your school.
2. Explain clearly, how you would find the average attendance from your registers.
3. Show how the average length of the period during which the children stay at school may be calculated from the returns of a well-kept register, avoiding error from re-admissions.

Section 5.

1. Classify the punishments most generally adopted in schools, with reference to the faults to which they are severally appropriate.
2. What are the advantages and disadvantages attending the use of prizes? Under what conditions may they be usefully employed?
3. Explain clearly, and illustrate with reference to the teacher's work, the meaning of the following words:—Emulation, jealousy, indignation, vindictiveness, self-respect, pride.

SCHOOL MANAGEMENT—(For Teachers in Infant Schools).

(Three Hours allowed for this Paper.)

The answer to each question must be written within the space allotted to the section in which the question is found.

Section 1.

Describe the course of instruction best adapted to infants between two and three and a half years old. What physical exercises and amusements are most suitable for such children in and out of school? In a school of 80 or 100 infants, how would you provide for the management of the youngest infants?

Section 2.

1. Prepare the notes of two lessons on "the cat;" the one for infants about three, the other for children about six years old.
2. Write a lesson on "the hand" for children between five and seven years old.
3. State what use you would make of the black-board in these lessons, on what illustrations you would use.

Section 3.

1. Describe clearly the system on which you propose to teach the elements of reading.
2. At what age, and on what system, would you teach children to write on slates or on paper?
3. To what extent, and on what system, would you teach drawing and music?

Section 4.

1. Describe precisely the attainments which you would consider satisfactory in a well educated child aged seven years.
2. Prepare an outline of the course of religious instruction for children from five to seven years old.

Section 5.

Write a brief essay on the best mode of training young children in habits of truthfulness and industry.

ARITHMETIC.

(Three Hours allowed for this Paper.)

Section 1.

1. Explain exactly your method of teaching *Notation* to a junior class, and illustrate your answer by an example.
2. Describe fully, as you would to a class, the process of subtracting 849 from 926.
3. By what steps would you assist a child to answer correctly such questions as the following?
   (*a*). How many pence are there in 39 half-crowns?
   (*b*). How many feet are there in 47½ yards?

Section 2.

1. How many loaves of 4 lbs. each can be made out of fourteen sacks of flour, each weighing 186 lbs?
2. If 845 workmen receive among them in two months 8,240*l.*, what will each workman receive in a week?
3. Divide 1,430*l.* 8*s.* 8*d.* among six men, eight women, and twelve children, giving to each man twice as much as to a woman, and four times as much as to a child.

Section

1. If 4½ millions of visiters entered the Crystal Palace in eighteen weeks, what was the daily average attendance?
2. Make out a grocer's bill to a purchaser of the following articles: 17 lbs. of coffee at 10½*d.*, 15 lbs. of sugar at 5½*d.*, 3 pints of vinegar at 8*s.* 2*d.* per gallon, and 16 lbs. of salt at 1*s.* 9*d.* per cwt.
3. What is the circumference of a wheel which revolves 1,460 times in a mile?

Section 4.

1. If wire fencing cost 2*s.* 4*d.* per yard, what must I pay to enclose a field 305 yards long, and 126 yards wide?
2. If eight men working seven hours a day finish a piece of work in thirty-nine days, how long will it take thirteen men, working eight hours a day?
3. If I buy thirty-six dozen of wine, each bottle containing 1½ pint, for 57*l.* 12*s.*, at what rate per quart must I sell it to gain 20 per cent.?

Section 5.

1. State exactly how you would explain to children the value of the following fractions: ¾ of a shilling, ⅓ of half-a-crown. Explain the rule for the division of one fraction by another.
2. If of a regiment of 750 men, 26 per cent. are in hospital, 32 per cent. in the trenches, and the rest in camp, how many are in hospital, trenches, and camp respectively?
3. Find the sum and difference of the following quantities:
   (*a*) ⅞ of 17*s.*, and ⅔ of 21*s.* 8*d.*?
   (*b*) ·258 of a pound, and ·365 of a guinea?

Section 6.

1. What is the interest of 7,400*l.* for 3½ years, at 2¼ per cent.?
2. If I invest 650*l.* in the three per cents. at 92⅛, and sell out when they have fallen to 91½, what shall I lose by the transaction?
3. If A possess ¼th part of a ship, whose value is 6,800*l.*, and B ⅓ of the remainder, what should the third partner, C, pay them for their joint shares to make a profit of 10 per cent. by his purchase?

EXTRA PAPER.

N.B.—*This paper contains three subjects,* (*viz.*, geometry, algebra, and mechanics,) *one or other of which must be taught to male pupil-teachers in the later years of their apprenticeship.*

Candidates are not permitted to answer questions in more than one *of the three sections into which this paper is divided.* No marks will be given for papers in which this direction is not observed.

No pupil-teacher is allowed to commence apprenticeship with masters who have neither obtained certificates nor passed for registration, (including this paper).

Mistresses are not *required to attempt this paper.*

Masters declining this paper, but passing satisfactorily in others, *will be accepted in fulfilment of the conditions of the Minute of* 2 *April* 1853, *and will not be disqualified to remain in charge of all pupil-teachers apprenticed to them before* 1*st January* 1855.

EUCLID.

(Three Hours allowed for this Paper.)

Section 1.

1. State what an equilateral triangle is, and describe one upon a given finite straight line.

2. Define a rectangle; and show that, if a straight line be divided into any two parts, the rectangle contained by the whole line and one of the parts is equal to the rectangle contained by the two parts, together with the square of the first-named part.

3. When is a straight line said to *touch* a circle? Prove that, if a straight line touch a circle, the straight line drawn from the centre to the point of contact will be perpendicular to the line touching the circle.

Section 2.

1. Any two sides of a triangle are together greater than the third side.

2. Divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square of the other part.

3. In equal circles, equal straight lines cut off equal circumferences, the greater equal to the greater, and the less to the less.

Section 3.

1. Show that the three interior angles of every triangle are together equal to two right angles.

2. If two circles *cut* one another, they cannot have the same centre.

3. When is a circle said to be *inscribed* in a rectilineal figure? Inscribe a circle in a given triangle.

II.

ALGEBRA.

Section 1.

1. Find the value of—
$d^2 - (c^2 + b^2) + a^2 - 2(ad - bc)$.
When $a = 1$, $b = 2$, $c = 3$, $d = 4$.

2. Multiply $x^2 + 2ax + 3a^2$ by $x^2 - 2ax + a^2$.

3. Divide $x^5 - a x^4 + b x^3 - b x^2 + a x - 1$ by $x - 1$.

Section 2.

1. Reduce $\frac{a^2 - b^2}{5\,b} \times \frac{15\,a^2}{a + b}$ to its simplest form.

2. Extract the square root of—

$$25\,x^2\,y^2 - 20\,x^2 + 4\,\frac{x^2}{y^2}.$$

3. Add together the three fractions,

$$\frac{1}{1 - x},\ \frac{1}{1 - \sqrt{x}},\ \frac{1}{1 + \sqrt{x}}.$$

Section 3.

1. Solve the equations—

(*a*) $3\,(x - 2) + 1 = 4\,(3 - x) - 3.$

(*b*) $(a + b)\,(a - x) = a\,(b - x).$

2. Solve the equations—

(*a*) $2\,x - \frac{y - 3}{5} = 4$

$$3\,y + \frac{x - 2}{3} = 9$$

(*b*) $\frac{x + 4}{3} - \frac{7 - x}{x - 3} = \frac{4\,x + 7}{9} - 1.$

3. If A in twenty-five days can do a piece of work which would take B thirty-five days, how long will it occupy A and B together?

III.

MECHANICS AND MENSURATION.

Section 1.

1. Explain what is meant by the resultant of two mechanical forces. If two equal forces be applied to a particle in directions inclined to each other at a given angle, what will be the line of action of their resultant?

2. If a wall be 88 feet 6 inches long, 13 feet 3 inches high, and 4½ bricks thick, how many standard rods of brick work are there in it?

3. Required the area of a triangular field, the base of which measures 835 links, and the perpendicular upon the base from the opposite angle 276 links.

Section 2.

1. Explain the construction, graduation, and mechanical action of the common steelyard.

2. Required the area of a square field, the diagonal of which measures sixteen chains.

3. What instruments are used in land-surveying? Describe minutely the process of surveying with the chain.

Section 3.

1. Explain how mechanical work is estimated, and what is meant by a horse-power? What must be the horse-power of an engine which raises ten tons of coal per hour from a depth of 200 fathoms?

2. What would be the cost of gravelling a circular walk at 3*s*. 4*d*. per square rod, the width of the walk being 11 feet, and the inner diameter of the ring sixty yards?

3. Describe (1) the plummet level, (2) the ordinary spirit-level, (3) Troughton's level.

(No. 5.)

EXAMINATION OF CANDIDATES FOR LECTURESHIPS,

Circular addressed to Principals of Training Schools under inspection, as to examination of Candidates for Lectureships, under Section 4 of Minute dated 20 August 1853.

Committee of Council on Education, Council Office,
Downing Street, 14 January 1856.

SIR,

ADVERTING to the Circular which is printed at page 24 in the Minutes of the Committee of Council on Education for 1854–5, I am to request that you will be good enough to fill up, detach, and return to me, *not later than* ———, the annexed form.

A similar return has been called for from each of the training schools under inspection. The examination will be held during the Easter week, but detailed arrangements cannot be determined until these returns shall have been received and collated.

If no reply be received from you by the date named, it will be assumed that you do not intend to make any application on the present occasion; nor can any later application be entertained before 1857.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

To the Principal of the ——— Training School.

Form annexed to foregoing Circular.

——— *Training School.*

1. Name of proposed lecturer (in full),
2. Age (last birth-day),
3. To be examined in—

History.	Draw a pen through the name of the subject or subjects (not more than two) in which the Candidate proposes to be examined.
English Literature.	
Geography.	
Physical Science.	
Applied Mathematics.	

4. State generally by what course of study (under what professors, during what period, &c.) the candidate's knowledge has been acquired.
5. Specify the books from which he proposes to be examined.
6. Is the salary (requisite to meet the augmentation) guaranteed?

Dated 1856.
(Signed) ——— *Principal.*

(No. 6.)

EXAMINATION PAPERS, EASTER 1855,

ENGLISH HISTORY.

At the head of your paper write—

1. The subject (English history).
2. Your name (in full).
3. Your college.

You are expected to answer *two* questions from each section, and as many as *eight* questions in all.

Section 1.

1. Describe the physical geography of England, and sketch the geographical progress of the four successful invasions of the island; viz., Roman, Saxon, Danish, and Norman.

2. Give a history of the Papal power in England, from the establishment of Christianity among the Anglo-Saxons to the reign of Henry III., illustrating your account by facts.

3. Sketch a history of architecture in England, including its objects, materials, and forms, down to the latter end of the 13th century, and show any connexion observable with the political, military, and ecclesiastic history of the island.

4. Describe the social and political condition of England at the opening of the 13th century.

Section 2.

1. State exactly the dispute in title on which the wars of the Roses turned. In what parts of England did the chief strength of each party lie? Did the quarrel continue purely dynastic to the end, or is it capable of being presented under a social and political aspect?

Support each part of your answer by all the specific facts which you can collect.

2. State exactly the reasons which make the reign of Henry VII. a landmark between the feudal and the modern history of England.

3. What elements were at work preparing England for a reformation in religion before the collision between Henry VIII. and the Pope on the question of divorce?

Give a particular account of the fall of Wolsey.

4. What was the substance of the six articles, and what of the articles of 1536? Under what circumstances, and by what authority, were they severally enacted?

By what successive public acts did Cranmer seek to build up the Protestant faith in England?

5. Enumerate the effects of secularizing the monasteries under the following heads:—(*a*) the permanence of the Reformation; (*b*) pauperism; (*c*) the progress of learning; (*d*) the improvement of land.

Section 3.

1. Give a clear account of the position, religious and political, of the High Church, Puritan, and Roman Catholic parties during the reign of James I.

2. Compare the notions of the kingly office current in the times of the Stuarts with those of the times antecedent to the Tudor dynasty, and account for the difference.

The exercise of the royal prerogative was not more violent under the Stuarts than it had been under the Tudors. Account for its different reception by the country.

Enumerate the expedients by which Charles I. endeavoured to raise money without the consent of Parliament, and the pleas by which he assumed to justify them.

3. Write out the history of Sir Walter Raleigh in the fullest detail which you can give of the circumstances; dwelling upon those particulars which bring into the greatest prominence the characteristic features of the time in which he lived.

4. Trace the connexion between the foreign and domestic policy of England under the Protector Cromwell, Charles II., James II., William III.

5. Give such an account of each of the following persons as will illustrate the politics of the time in which he lived:—

Bishop Atterbury.	Sir Robert Walpole.
Lord Bolingbroke.	The first Earl of Chatham.

ENGLISH LITERATURE.

PASSAGES.

Candidates are requested to give their attention, in the first place, to the passages taken from the works which they have selected for special study; after completing which, they may try an additional passage from a book not included in their several lists, giving the preference, as far as possible, to an author of a different age. Those, for example, whose lists are confined to Shakespeare and Milton, should take the passage from Chaucer or from Pope.

1.—CHAUCER, *Prologue to the Canterbury Tales*—

"Full worthi was he in his lordes werre,

and the following lines, down to—

At many a noble arive had he be."

Of whom is this the description? Re-write the passage in modern English, mark the scanning of the verses, explain the allusions, give the etymology of *hethenesse, reyced, degre, siege, arive*. State briefly, without discussion, the rules you would give to a class of students for the pronunciation of the final *e* in Chaucer's verse.

Explain—

"Hire gretest othe nas but by Saint Loy.
St. Julian was he in his own contre.
The reule of St. Maure and of St. Beneit ...
A limitour, a full solemn man,
In all the ordres four is non that can .....
And yet this maunciple set here aller cappe."

Correct any reading that appears to be faulty.

2. SPENSER, *Fairy Queen*.

[Book iv., Canto XI., Stanzas 24 to 29, inclusive],

"So went he playing on the watry plain,"

down to—

"Ten thousand fishes play, and deck his pleasant stream."

Explain the allusions and obscure words and phrases. On what occasion is this description introduced? In what respects does the language of Spenser appear to have been, even at the time of his writing, antique?

In the following passages, explain any allusions, obscure words, or phrases, and any difficulties in grammar or metre; and state, in each instance, the connexion in which the extract stands.

3. SHAKESPEARE, *Henry IV.*, Act iv. Sc. 1, *Sir Richard Vernon's speech, commencing*—

"All furnish'd, all in arms,"

down to—

"And witch the world with noble horsemanship."

4. *Richard III.*, Act i. Sc. 4, *from*—

"O no, my dream was lengthen'd after life;"

down to—

"*Seize on him, furies, take him to your torments!*"

5. *Henry VIII.*, Act iv. Sc. 2, *from*—

"So may he rest; his faults lie gently on him!"

down to—

"Than man could give him, he died, fearing God."

6. *Macbeth*, Act i., Sc. 6, *from*—

"This castle hath a pleasant seat; the air"

down to—

"By your leave, hostess."

7. *Julius Cæsar*, Act iii. Sc. 1, *from*—
" O, pardon me, thou piece of bleeding earth,"
down to— " With carrion men groaning for burial."

8. *Hamlet*, Act ii. Sc. 2, *from*—" I will tell you why; so shall my anticipation prevent your discovery," *down to*—" and hither they are coming, to offer you service."

What are the sources from which Macbeth, Hamlet, and Julius Cæsar were taken?

9. MILTON. *Paradise Lost, I.*, Lines 710-730, *from*—
" Anon out of the earth a fabric huge,"
down to— " As from a sky."

10. MILTON. *Paradise Lost, IV.*, Lines 264-287, *from*—
" The birds their quire apply; airs, vernal airs,"
down to—
" Of living creatures, new to sight and strange."

11. MILTON. *Paradise Lost, X.*, Lines 279-305, *from*—
" So scented the grim Feature, and upturned,"
down to— " Smooth easy, inoffensive, down to hell."

12. MILTON. *Paradise Lost, I.—III.*

Explain the peculiarities of metre or sense in the following:—

" Either to disenthrone the king of heav'n
We war, if war be best, or to regain
Our own right lost;—
The former vain to hope argues as vain
The latter."
" Or hear'st thou rather pure ethereal stream
Whose fountain who shall tell?"
" Which of ye will be mortal to redeem
Man's mortal crime, and just th' unjust to save?"
" Yet not the more
Cease I to wander where the Muses haunt."
" Thrive under evil and work ease out of pain."
" With impetuous recoil and jarring sound."
" And Tiresias and Phineus, prophets old."

Why has this last line been rejected by some critics?

13. *Sampson Agonistes*, Lines 1697-1707.

Re-write, so as to show the construction and meaning, and explain any obscurities, *from*—
" So virtue given for lost,"
down to— " A secular bird ages of lives."

Give a brief summary of the scenes composing this drama.

14. POPE. *Essay on Man.*, Epistle ii., *from*—
" Most strength the moving principle requires;"
down to—
" Self-love and reason to one end aspire."

Explain the sense, and point out the grammar and construction. In what connexion does the passage stand with the general argument?

Explain the allusions in—

" A Eugene living, or a Cæsar dead."
" See Falkland dies the virtuous and the just,
See godlike Turenne prostrate in the dust,"
" Why drew Marseilles' good bishop purer breath"—
" And fled from monarchs, St. John, dwells with thee."

ENGLISH LITERATURE.

1. In how many ways, and at what different periods, have Latin derivatives been introduced into the English language? Give a list of the languages derived from Latin; and state which of them have most affected the English.

2. Who were Boethius, Barbour, Harding, Langlands, Layamon, Laurence Minot, Robert Manning, Trevisa, Wace? What are the Ormulum, the Confessio Amantis, the Gesta Romanorum, the King's Quair, and the Mirror of Magistrates?

3. Mention six definite facts, to which positive dates can be assigned, illustrating the change from the use of Latin, French, and Semi-Saxon to that of an early English.

4. Construct a table of the chronology of literature between the years 1570 and 1650, marking at the same time the principal events in ordinary English history between these dates.

5. Give some account of the writings, in prose and verse, of Sir Walter Raleigh.

6. Give some account of the writings, in prose and verse, of Cowley.

7. Enumerate, in chronological order, the principal works of Dryden; and point out their connexion with the history of his time.

8. Enumerate the chief historical writers of the 17th and 18th centuries.

9. Name the most important works of Locke, and give some account of their character. Compare his style with that of Addison, and that of Johnson.

10. Who were Pope's principal friends?

11. Give a brief account of the life of one of the following authors:—Collins, Cowper, Steele, Waller.

12. Give a sketch of the history of translation into English.

Whately's Rhetoric.

1. What is Dr. Whateley's view of the legitimate use of persuasion through the passions?

2. How is a natural mode of elocution to be acquired?

Bacon's Advancement of Learning.

1. How does Bacon answer the objection—that "the contemplation of second causes doth derogate from our dependence upon God, who is the first cause?"

2. How does he distinguish between "Natural History," "Physique," and "Metaphysique"?

Bacon's Essays.

1. Explain the sense and reasoning of the following passage:—

"Reading maketh a full man; conference a ready man; and writing an exact man. And, therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and, if he read little, he had need have much cunning to seem to know that he doth not."

2. There are three things, says Bacon, which have given "credit and grace" to idle predictions. What are they?

Rask's Anglo-Saxon Grammar, and Thorpe's Anglo-Saxon Gospels.

1. "And þa ferdon þa Pharisei, and ongunnon mid him smeagean, and tacen of heofene sohton, and his fandedon. Ða cwæð he, geomriende on his gaste: Hwi secð þeos cneorys tacen? soðlice ic eow secge, Ne bið þisse cneorysse tacen geseald. And hig þa forlætende, eft on scyp astah, and ferde ofer þone muðan."

Translate the above literally, and select some words and constructions for parsing or any other remark.

2. What decides whether a verb shall have a *d* or a *t* as the formative of its imperfect and participle passive?

3. Write out the indefinite declension of the adjective gód.

Blair's Lectures.

1. "Perspicuity, considered in respect to words and phrases, requires these three qualities in them,—purity, propriety, and precision." Explain this precept. What is the excellence which it is difficult to combine with precision?

2. What are Blair's remarks on Pope's use of the cæsura?

GEOGRAPHY.

1. *Caucasus.*—Describe the chief mountain range, name the highest summit, and give the height. Name two or three of the rivers, as well as the fortresses on the Black Sea. Mention the names of some of the principal tribes, and describe them briefly.

2. *Australia.*—Give the comparative size and extent of this island continent, its general divisions or settlements, with names of chief towns. Give some of the principal peculiarities of its coast line, with name of gulfs. What are the principal productions of the country? Is there anything remarkable as to its zoology? Give the names of some of the mountain ridges, and of the chief rivers. Describe the aborigines. Name some of the latest explorers, and give the direction of their routes approximately.

3. *Africa.*—Mention the principal rivers and lakes. Are there any mountains on the eastern side, and, if so, where? and at what distance from the coast? Mention some of the most important and latest exploring expeditions into the interior.

4. *South America.*—Describe the course of the principal rivers. Are there any large lakes? Mention the mountain ranges and some of the volcanoes.

5. *Central America.*—Describe the general aspect of the great isthmus, with its mountain ranges, lakes, and rivers; and mention some of the principal routes proposed for communication across the country.

6. *North America, United States.*—Name some of the mountain ranges, lakes, and rivers; the chief States of the Union, with their principal towns. Give a brief outline of the discovery of North America from the earliest period.

7. *British North America.*—Name the chief towns. Mention the principal articles of export and import. Give the names of the lakes and rivers, and describe the route proposed for the formation of a communication between the Atlantic and Pacific within the British territory.

8. Describe briefly Cuba, Portorico, St. Domingo, Vancouver Island, and Chusan.

9. What is the fundamental classification of rocks? Give some account of their chemical constitution.

10. On what principle are tertiary strata divided into groups? What families of extinct animals characterize these groups respectively? Describe some of the most remarkable of the extinct species of gigantic mammalia.

11. Give examples of changes *now* going on in the surface level of the earth.

12. Account for the prevalence of westerly currents of the air and ocean in high latitudes, and of easterly currents in low latitudes; and for the displacement of rivers westward which flow towards the equator. Give examples of the last-mentioned, and describe the phenomena of monsoons and gyratory storms.

13. Account for the formation of dew and clouds. Describe the rains of South America, and account for them.

14. In what respects does the climate of an eastern differ from that of a western seaboard under the same latitude, within and without the region of the trades; and in what respects do both differ from an inland climate? Give examples of these differences, and account for them.

15. What is the classification of plants? How may they be distributed in respect to latitude; and how in respect to height?

16. What is the classification of animals? Give some account of the geographical distribution of the carnivora.

17. Write out briefly the heads of *one* of the following lectures on *Political Geography*:—

I. *Introductory;* explaining the term, and giving an outline of a series of lectures on the subject.

II. *Special;* showing in detail your manner of treating of some one country.

III. *Practical;* on the extent to which this subject may be introduced in elementary schools, and the best manner of doing so.

18. *Colonies.*—Explain the ancient and modern acceptations of this term. State, with examples, the varieties in the forms of government of the different colonies of Great Britain.

19. *Austria.*—Give the derivation of the name. Compare this empire in extent, population, &c., with other leading states of Europe; and mention the various provinces and peoples which it embraces.

20. What are the foreign possessions of *Holland, Spain,* and *Denmark?* Compare their extent at the present day and previous periods in the history of these powers.

21. What additions have been made since the commencement of the present century to the territories of—1, Russia; *or,* 2, the United States of America? How have these additions influenced the *foreign* or *domestic* policy of these States?

22. What contributions have been made by each of the leading States of Europe to geographical knowledge and discovery?

23. In which of the Continental States of Europe do we find a national system of education? Describe minutely the organization of one of these systems.

24. What are the main divisions of Oceania, and the principal islands in each? What forms of religion are chiefly prevalent in each of these divisions? Can you state what progress has been, or is being, made in the introduction of the Christian religion in this part of the world?

APPLIED MATHEMATICS.

1. Find the area of a four-sided field, two of whose opposite sides are 405 and 810 links, and the other two 540 and 450 links, and the inclination of its diagonals 78° 40′.

2. Find the volume of a frustum of a pyramid in terms of its height and the areas of its two ends.

3. Prove the parallelogram of forces.

Describe a simple instrument for the experimental illustration of this principle.

4. Enunciate the principle of virtual velocities. Deduce from it the parallelogram of forces; and from the parallelogram of forces deduce the principle of virtual velocities for the equilibrium of a body under the action of three forces, the directions of which pass through the same point.

5. Describe the common balance; and investigate the conditions that the balance may possess great sensibility and great stability.

6. Any number of forces act on one plane at different points of a rigid body; find the direction of their resultant, supposing them reducible to a single resultant.

7. When a body falls by the action of gravity down any arc of a smooth curve the velocity at any point is that due to the vertical height fallen through.

8. Find the time of a small oscillation of a simple pendulum.

Assuming that in a compound pendulum the centres of oscillation and suspension are reciprocal, show how to find the length of the seconds pendulum.

9. Describe the construction of the sextant. Give a particular account of the manner in which it is used in taking the angle between any two objects. Prove the optical property upon which it depends.

10. Explain the construction of the refracting stereoscope. Draw as accurately as you can the two figures which would represent a cube, one of the sides of the cube being parallel to the plane of the figures.

11. Find by experiment the focal length of a lens, whether convex or concave.

12. A compound microscope is composed of two convex lenses, each of 1 inch focal length, separated by a distance of $2\frac{1}{2}$ inches; find the position of a small object when it is most distinctly seen, and the angle which it subtends at an eye applied to the second lens.

Trace a pencil of rays from any point in the object to the eye.

13. Describe Nicholson's hydrometer; and show how it may be used to find the specific gravity of a solid or of a fluid.

14. Describe the two motions of rotation and translation of the earth, and the appearances which result from the diurnal motion. Also explain how the parallelism of the earth's axis gives rise to the variety of seasons.

15. Give a brief account of each of the five astronomical corrections. Which of them *do*, and which of them *do not*, alter the apparent configuration of the heavenly bodies *inter se*? To what points respectively in the heavens do the corrections of the first class make all celestial objects appear to converge.

16. Explain the principle of the method for determining the longitude by means of lunar distances, and prove the formula necessary for clearing the moon's distance.

17. Find the latitude of a place from two equal altitudes of the sun and the time between. When the observations are made at sea find the correction which should be applied for the ship's change of place between the observations.

18. Define a tropical, a sideral, and an anomalistic year. Supposing the exact length of a tropical year to be 365·24224 days, what error would be made in 2,000 years, (1), by the Julian, (2), by the Gregorian method of intercalation?

19. State Kepler's laws; explain by what observations and calculations they were determined, and point out what particular theoretical conclusion is involved in each of them.

20. The whole fluid pressure on a surface immersed in a fluid is equal to the weight of a column of fluid having for its base the area of the surface immersed, and for its height the depth of the centre of gravity of the surface below the surface of the fluid.

21. Give an experiment for proving that the pressure of air at a given temperature varies inversely as the space it occupies.

If the temperature also varies, how are the pressure volume and temperature related?

22. Investigate the modulus of the wheel and axle, taking into account friction and the rigidity of the cord.

23. Show generally how the conditions of the stability of an arch may be determined by the method of Coulomb.

24 Investigate the modulus in the crank guide.

25. Investigate the line of resistance in a wall of variable thickness sustaining the pressure of a fluid.

26. Investigate the forms of teeth which will work truly with staves or pins of finite dimensions.

27. Show how oscillations may be multiplied by link work.

28. Describe and explain one of the following contrivances for obtaining a varying ratio of angular velocity—

1. Roemer's wheels. 2. Huggen's eccentric crown wheel.

29. Describe and explain the following contrivances—
The Geneva stop. The levers of Legrousse.
The silent click and ratchet.

30. Explain what is meant by an epicyclic train, and describe Fergusson's mechanical paradox and Watt's sun and planet wheel, and determine their velocity ratios.

31. Explain the following contrivances for regulating the admission of steam to the piston—
The D valve.
The slide valve, with its adaptation to expansion.
The four-way cock, with its adaptation to expansion.

32. What is meant by working an engine expansively? Explain fully why there is an economy in so working it.

33. Investigate the work accumulated in a body of given weight moving with a given velocity.

34. Find the centre of percussion.

35. Determine the centrifugal force on a body moving with a given velocity in a given curvilinear path.

PHYSICAL SCIENCE.

1. How can the specific gravity of solid bodies lighter than water be determined? Point out the precautions necessary to ensure an accurate result.

2. Explain the construction and graduation of a thermometer. What precautions are necessary in fixing the boiling point? Describe a self-registering thermometer, a differential thermometer, and a pyrometer.

3. Show by a series of diagrams the formation of the images corresponding to the several positions of an object advancing from a great distance quite up to the surface of a double convex lens. Explain the meaning of the magnifying power, and how that power is measured.

4. Explain the use of the pendulum and scapement in a common clock. Describe the gridiron and mercurial compensation pendulums. Show how the lengths of the rods in the former, and the height of the mercury in the latter, may be calculated.

5. State the laws and some of the most remarkable experiments in capillary attraction.

6. Describe the formation of Newton's rings.

7. Give some experiments which demonstrate that heat is absorbed in liquefaction and given out in solidification.

8. Mention some experiments which illustrate the propagation of heat by radiation, convection, and conduction respectively.

9. Explain fully the phenomena of the electrical condenser, the electrophorus, and the Leyden jar.

10. What are the phenomena of the attraction and repulsion of electric currents?

11. What are the most remarkable phenomena of terrestrial magnetism, and what hypotheses have been made in respect to them?

12. What are the most remarkable phenomena of thermo-electricity? Describe a thermo-electric battery.

13. State the composition of water, of hydrochloric acid, and of ammonia, by weight and by volume; and give the chemical formulæ of these compounds.

14. Describe the mode of preparing and the principal properties of chlorine.

15. How are chlorine, bromine, and iodine distinguished?

16. How is lime separated from magnesia?

17. What is the cause of the hardness of water? What is meant by the terms permanent and temporary hardness, and how is the hardness of waters determined?

18. Describe Marsh's test for arsenic.

19. Give a short account of the manufacture of carbonate of soda.

20. On what depends the fertilizing action of stable manure and of sulphate of lime?

21. Give a short description of the method of organic analysis; of the estimation of carbon, hydrogen, and nitrogen.

22. State the chemical processes involved in the successive conversion of starch into sugar, alcohol, and acetic acid.

23. Give the preparation and the composition of ferrocyanide and ferricyanide of potassium, and describe the department of these salts with the salts of the protoxide and sesquioxide of iron.

24. A compound consisting of the two elements A and B has been analysed and found to contain—

A	70
B	30
	100

The equivalent of A is 56, the equivalent of B 16. What is the formula of the compound?

(No. 7.)

Circular addressed to Principals of Training Schools, stating rules as to payment of Lecturers stipends.

Committee of Council on Education, Council Office,
Downing Street, 21 June 1855.

SIR,

WITH reference to the appointment of Mr. ———— as a lecturer in ———— at your college, pursuant to the Minute of 20 August 1853, section 4, I am directed to inform you that the augmentation of stipend, which is offered to such lecturers by the Committee of Council, will be paid for years ending 31 December, and will be forwarded at the same time as the grants allowed on account of the examination of the students.

The first payment in December 1855 will be for 9 months only.

Before issuing any such payment, their Lordships will look to see—

1. Whether the financial conditions have been fulfilled.

2. What is the report made by Her Majesty's Inspectors, at their annual visit, upon the lecture which they will have heard.

3. Whether the lecturer is employed in teaching more than one subject besides his own.

The second of these conditions can hardly come into full operation during the current year, but it will in future form part of the data on which the allowance of the augmentation will be determined.

I annex, for your information, four copies of the form (No. 39 *a*) in which reports are to be made. For the present year it will be sufficient if, immediately after the Christmas examination, you will be good enough to return one of these forms to me, having made the proper entries under the heading, and also under Nos. 1, 2, 3, 4, and 6; the rest being left blank.

I have only to add that my Lords intend (unless under very special and exceptional circumstances) to apply the same rule to these augmentations as to those which are allowed to common schoolmasters, viz., not to pay them for any fractional parts of a year. A lecturer, therefore, who voluntarily quits his post between 1 January and 31 December will not, under ordinary circumstances, receive any portion of the augmentation. The reason for this

rule is obvious, inasmuch as the curriculum of study is measured out into annual periods, and therefore any interruption in the course of it cannot but affect the students injuriously.

The payment for lecturers will be made, like other payments in support of the College, to yourself or to your order, but always and to the full amount on account of the persons entitled.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To the Principal of the _____
Training School.

(No. 8.)

FORM No. 39 A.

Enclosure referred to in foregoing Circular.

GRANTS UNDER MINUTE of 20 AUGUST 1853, Section 4.

_____ *Training School.*

Report on _____

Lecturer in _____

for year ending 31 *December** 185 .

1. State the amount of salary received (in money) by the lecturer from the funds of the College.

2. Whether, in addition to this salary, the lecturer is provided with (*a*) board and (*b*) lodging.

3. Does the lodging include a private sitting-room and bed-room?

4. Specify all the subjects in which the students receive instruction from this lecturer.

Specify the number of lectures given by him per week on each subject.

Specify the length of time devoted to each single lecture.

5. The inspectors will hear a lecture delivered, and will record their impressions of it under the following heads:—

MANNER.—Power to command and maintain attention.

EXPOSITION.—Whether fluent. Whether simple. Whether methodical.

EXAMINATION.—Whether animated. Whether judicious. Whether patient.

ILLUSTRATION.—By what means, and whether skilfully manipulated.

RESULT.—Whether the students are likely to carry away much or little.

6. I, _____, Principal of the _____ Training School, hereby certify that the above-named _____ has been employed as a lecturer in the _____ Training School, throughout the usual periods of study, between 1 January and 31 December* 185 ; and that I have been satisfied with his moral character and attention to duty during that time. I, therefore, recommend him to the Lords of the Education Committee of the Privy Council, for a grant in augmentation of his salary, pursuant to their Lordships' Minute, dated 20 August 1853, sec. 4.

(Signed) _____, *Principal.*

---

* In Scotland, June.

† In Scotland, 1 July 185—, 30 June 185—.

7. Remarks by Her Majesty's Inspectors.

(Signed)_____ } *Her Majesty's Inspectors.*

*the*_____ *day of*_____ 185 .

8. Enter (*in the office*), from the record of the examinations held in December* of the year for which the augmentation is to be paid, a comparative table of the examinations passed in throughout the several† colleges.

Name of College.	No. of Candidates.	No. per Cent. of Candidates in whose Exercises were marked		Whether a Lecturer in is retained in College.
		Excellent or Good.	Excellent, Good, or Fair.	

* June, in Scotland.

† Tabulate male or female colleges *only*, accordingly as lecturer is employed in one or the other.

Expenditure from Education Grants

(Table A)—*Classified according to Object of Grant.*

	For Year ended 31 December 1855.	Compared with Year ended 31 December 1854. Increase.	Compared with Year ended 31 December 1854. Decrease.	From 1839 to 31 December 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In building, enlarging, repairing, and furnishing Elementary Schools	71,287 15 3	27,875 10 6	- - -	580,381 2 0½
In building, enlarging, repairing, and furnishing Normal or Training Schools	6,154 18 9	- - -	10,438 17 7	147,126 17 7
In providing Books and Maps	2,455 1 3	672 5 11	- - -	16,925 17 3½
In providing Scientific Apparatus	429 11 8	346 5 0	- - -	512 18 4
In augmenting Salaries of Certificated Schoolmasters and Schoolmistresses	44,878 2 1	7,231 7 1	- - -	159,221 6 3
In paying Salaries of Assistant Teachers	4,550 5 0	1,921 7 6	- - -	7,272 3 4
In paying Stipends of Pupil-teachers, and gratuities for their special instruction	143,806 10 9	5,425 19 11	- - -	664,596 14 4
In Capitation Grants (*under Minute of 2 April* 1853)	10,123 12 8	4,168 5 0	- - -	16,083 0 4
In Annual Grants to Normal Schools	39,960 1 1	565 16 11	- - -	151,627 14 2½
Industrial Schools	1,678 5 9	812 16 3	- - -	3,152 15 7
Pensions	259 3 4	112 1 8	- - -	684 11 8
Inspection	30,241 3 1½	- - -	202 11 3½	210,037 6 0½
Administration (*Office in London*)*	12,163 18 5	4,574 18 2½	- - -	36,844 11 1½
Poundage on Post Office Orders	1,122 4 6	114 5 6	- - -	4,029 14 3
Agency for Grants of Books and Maps	483 13 2	- - -	13 11 2	3,190 7 4
Total	369,602 6 11½	53,820 10 5½	10,655 0 0½	2,002,586 19 8½

(Table B.)—*Classified according to Denomination of Recipients.*

On Schools connected with—				
Church of England	230,997 17 5½	30,126 13 10½	- -	1,330,829 7 7½
British and Foreign School Society	32,914 2 5½	1,232 17 0½	- -	181,196 5 1½
On Wesleyan Schools	14,075 11 1½	926 2 3½	- -	75,138 8 6½
On Roman Catholic Schools (Great Britain)	13,272 11 10½	2,364 19 1	- - -	48,552 19 7½
On Workhouse Schools	9,802 0 6	- - -	80 12 1	101,409 6 0
Scotland: On Schools connected with— Established Church	22,959 6 4½	3,765 12 11½	- - -	120,826 11 3½
Scotland: Free Church	20,693 6 9	- - -	1,202 2 4½	102,334 2 8
Scotland: Episcopal Church	2,823 11 11½	1,457 9 8	- - -	5,183 0 10½
Other Schools	- - -	- - -	- - -	212 6 3½
Administration (as in Table A.)*	12,163 18 5	4,574 18 2½	- - -	36,844 11 1½
Total	369,602 6 11½	44,448 13 10½	1,282 14 5½	2,002,586 19 8½

* Formerly the greater part of this charge was included in the vote taken for the establishment of the Council Office. The whole is now included in the vote for the Education Department; and that for the Council Office is diminished in proportion.

Note.—*The net increase of Expenditure during the year* 1855 *over that of the year* 1854 *amounts to* £43,165. 19*s.* 5*d.*

Balance Sheet for Year ended 31 December 1855.

Dr.	£	s.	d.	Cr.	£	s.	d.
To balance in hand - -	92,953	6	5	By grants to schools - -	325,591	7	9
To Parliamentary grant (voted 17 April 1855) - - -	100,000	0	0	By expenses of administration and inspection - - -	41,010	19	2¼
To Parliamentary grant (voted 26 July 1855) - - -	296,921	0	0	By balance in hand on 31 December 1855 - - -	120,271	19	3¼
	£489,874	6	5		£489,874	6	5

Balance Sheet from 1839 to 31 December 1855.

Dr.	£	s.	d.	Cr.	£	s.	d.
To Parliamentary grants -	2,000,921	0	0	By grants to schools - -	1,747,885	0	11½
To balance transferred from Treasury - - -	22,282	2	0	By expenses of administration and inspection -	254,701	18	9
To repayment of grants -	655	17	2	By balance in hand - -	120,271	19	3¼
	£2,122,858	19	2		£2,122,858	19	2

*** Balance in hand *on 31st of March* 1856, –£35,308. 7*s.* 0½*d.*

(No. II.)

TABLE showing Number of School-houses *built, enlarged,* or *improved,* with aid from Parliamentary Grants; Total Amount *granted;* Total Amount *subscribed by Promoters;* Total Amount *expended;* and Number of Children for whom *accommodation* has been provided;—*between Years* 1839 *and* 1854, *and for Year* 1855.

FROM 1839 TO 31 DECEMBER 1854.

Denominations.	Number of School-houses. Built.						Enlarged or improved.	Total Amount awarded out of Parliamentary Grants.	Total Amount subscribed by Promoters.	Total Amount expended.	Number of Children for whom New Schools have been built.‡					Number of Children for whom Schools have been improved or enlarged.‡					Total number of Children for whom accommodation has been created, improved, or extended.‡				
		Departments.†									Juvenile.					Juvenile.					Juvenile.				
	Institutions.*	Boys.	Girls.	Mixed.	Infants.	Residences.					Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.
ENGLAND AND WALES.								£ s. d.	£ s. d.	£ s. d.															
National or Church of England Schools.	2248	940	937	1058	457	1201	705	415,678 16 9	1,137,365 18 4	1,773,614 15 2	104017	103348	99173	32808	339346	379	3672	2,692	3153	13788	107996	107020	102135	37953	375134
British Schools – –	157	105	87	40	28	42	60	39,702 8 6	80,922 7 8	120,224 16 2	14968	12204	4685	2881	34738	675	328	215	963	2179	15345	12520	4900	4844	37917
Wesleyan Schools – –	32	16	11	16	9	19	7	9,074 9 8	23,961 17 1	33,036 6 9	2723	1862	2569	1414	8568	20	45	20	–	85	2743	1907	2589	1414	8653
Roman Catholic Schools –	6	5	5	2	1	1	3	3,131 5 0	8,483 15 4	11,615 0 4	1578	1121	115	228	2842	–	–	–	–	–	1578	1121	115	228	2842
SCOTLAND.																									
Established Church Schools.	102	23	28	6	7	40	11	22,273 9 7	52,581 5 3	74,854 14 11	4618	3788	6126	795	15322	149	92	486	–	727	4767	3880	6612	795	16049
Free Church Schools, and other Schools *not* connected with Established Church.	115	39	39	15	8	51	8	18,752 17 0	40,278 14 3	59,011 11 3	4503	4257	7808	436	17014	–	–	302	–	302	4503	4267	8110	436	17316
Episcopal Schools – –	1	1	1	–	–	–	–	280 0 0	1,922 18 11	1,342 18 11	105	105	–	–	210	–	–	–	–	–	105	105	–	–	210
Total – –	2661	1132	1131	1274	510	1354	794	509,093 6 7	1,765,266 17 6	1,874,700 3 8	12312	12699	120410	39563	438080	4823	4135	4,003	4118	19081	137135	130830	124415	45581	438063

FROM 1 JANUARY TO 31 DECEMBER 1855.

ENGLAND AND WALES.																									
National or Church of England Schools.	131	67	64	54	47	105	222	61,291 15 4	127,695 10 6	188,807 5 10	8,527	7,902	5,919	5,287	27,635	863	644	954	469	2,870	9,330	8,346	6,873	5,756	30,505
British Schools – –	7	3	4	5	2	8	26	4,429 3 11	6,881 18 9	11,341 2 8	689	755	638	180	2,262	–	288	–	–	288	689	1,043	638	180	2,550
Wesleyan Schools – –	2	1	–	2	1	1	5	1,084 0 0	2,343 12 10	3,427 12 10	66	–	239	201	506	100	–	129	–	229	166	–	368	201	735
Roman Catholic Schools –	2	2	2	–	1	–	3	1,910 14 2	4,590 16 5	6,501 10 7	762	575	–	341	1,678	–	–	–	–	–	762	575	–	341	1,678
SCOTLAND.																									
Established Church Schools.	4	3	3	1	1	3	1	1,735 0 0	3,829 2 7	5,564 2 7	481	413	110	49	1,053	–	–	–	–	–	481	413	110	49	1,053
Free Church Schools, and other Schools *not* connected with Established Church.	5	1	1	3	–	4	4	807 2 0	1,774 18 1	2,572 0 1	67	88	371	–	526	71	–	–	–	71	138	88	371	–	597
Episcopal Schools – –	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Total – – –	153	77	74	65	52	121	231	71,287 15 5	147,025 19 3	218,313 14 8	10,392	9,733	7,277	6,058	33,460	974	932	1,083	469	3,458	11,566	10,665	8,360	6,527	36,918

* Held in separate buildings, and separately managed. † In which separate teachers are employed. ‡ At the rate of 8 square feet of superficial area per child.

The following Explanatory Table (II. *a*) includes all the Grants *awarded* between 1 January and 31 December 1855, towards the *erection*, *enlargement*, or *improvement* of School-buildings.

EXPLANATORY TABLE.

(No. II. *a*.)

Denominations of Schools.	Number of Schools under each Denomination.	Number of Square Feet of Area provided in Schools.	Total Sum awarded.	Paid up to 31 Dec. 1855.	Not claimed before 31 Dec. 1855.
			£ s. d.	£ s. d.	£ s. d.
National or Church of England Schools (*Elementary*) - - - -	339	284,568	73,989 5 2	15,938 10 3	58,050 14 11
Ditto (*Normal*) - -	3	- -	3,529 0 0	2,129 0 0	1,400 0 0
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - -	43	11,784	9,794 4 7	2,075 19 3	7,718 5 4
Roman Catholic Schools (*Elementary*) - - -	4	8,136	1,450 0 0	450 0 0	900 0 0
Ditto (*Normal*) - -	1	- -	2,500 0 0	- - -	2,500 0 0
Schools in Scotland connected with Established Church - - - -	11	12,538	2,798 10 0	1,590 0 0	1,208 10 0
Schools in Scotland *not* connected with Established Church - -	9	8,095	1,606 2 0	56 2 0	1,550 0 0
Total - -	470	354,691	95,467 1 9	22,249 11 6	73,217 10 3

MEMORANDUM.

A period of eighteen months from the date of each award is allowed for claiming the payment of Building Grants. Grants for improvement or enlargement may be claimed within nine months from the date of the award. Beyond these periods the Committee of Council does not hold itself responsible for payments. From this arrangement it results that a great proportion of the grants for building, enlargement, or improvements, *paid* in each year, were *awarded* in preceding years. *See two following Tables.*

The following Explanatory Table (II. *b*) includes all the Building-Grants *paid* between 1 January 1855 and 31 December 1855, whether awarded before or within that period.

EXPLANATORY TABLE.

(No. II. *b*.)

Denominations of Schools.	Number of Schools under each Denomination.	Sums paid.
		£ s. d.
National or Church of England Schools (*Elementary*) - -	355	61,201 15 4
Ditto Ditto (*Normal*) - - -	4	4,771 15 5
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - - - -	40	5,543 3 11
Roman Catholic Schools - - - - - - - - -	5	1,910 14 2
Schools in Scotland connected with Established Church -	5	1,735 0 0
Schools in Scotland *not* connected with Established Church - - - - - - - - - - -	9	807 2 0
Kneller Hall - - - - - - - - - - -	1	1,383 3 4
Total - - - -	419	77,442 14 2

The following Explanatory Table (II. *c*) includes all the Building-Grants ***remaining unpaid***, and which, not having lapsed before 31 December 1855, may be claimed within the year now current, in addition to those awarded within the year now current.

EXPLANATORY TABLE.

(No. II. *c*.)

Denominations of Schools.	Number of Schools under each Denomination.	Grants for Buildings.	Grants of 50*l.* and upwards for Improvements.	Grants under 50*l.* for Improvements.	Total.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
National or Church of England Schools (*Elementary* - - -	266	65,916 10 0	2,314 4 6	1,235 2 3	67,465 16 9
Ditto (*Normal*)	1	1,400 0 0	- - -	- - -	1,400 0 0
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - -	39	6,775 6 0	1,234 9 10	146 18 6	8,156 14 4
Roman Catholic Schools - - -	3	1,504 0 0	- - -	- - -	1,504 0 0
Ditto (*Normal*)	1	2,500 0 0	- - -	- - -	2,500 0 0
Schools in Scotland connected with Established Church -	8	1,386 10 0	- - -	64 0 0	1,450 10 0
Schools in Scotland *not* connected with Established Church -	6	1,530 0 0	- - -	20 0 0	1,550 0
Total - -	324	79,012 6 0	3,548 14 4	1,466 0 9	84,027 1 1

*** The Parliamentary Estimate for Building-Grants, in each year, is calculated with reference to the three foregoing Explanatory Tables.

(No. III.)

Summary of **Grants** awarded in aid of purchase of **Books** and **Maps**, at reduced prices,—*in Year ended* 31 *December* 1855.

Denomination of Schools.	Number of Schools.	Amount of Grants. £	s.	d.
National and Church of England Schools - -	476	1,234	10	2
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - -	147	504	18	4¼
Roman Catholic Schools - - - - - -	48	180	5	7¾
Schools in Scotland connected with Established Church - - - - - - - -	70	191	16	8
Ditto - ditto Free Church - -	73	248	12	10¾
Ditto - ditto Episcopal Church -	8	22	12	1
Total - -	822	2,382	15	9¾

Note.—There are 162 schools not included in the above summary (viz., 58 Church of England, 42 Protestant Dissenting, 5 Roman Catholic, 32 Established Church of Scotland, 22 Free Church, and 3 Colonial Schools) which have obtained *orders to purchase* books and maps, without the assistance of any Grant. The total value of the works procured through the Committee of Council on Education amounts to 10,646*l.* 4*s.* 7¾*d.*; which amount is thus made up:—

	£	s.	d.
Grant from Parliamentary Vote - - - - -	2,382	15	9
Local Contributions - - - - - - - -	8,263	8	10
Total - - - - - -	£10,646	4	7¾

(No. IV.)

TABLE showing number of Male and Female CERTIFICATED TEACHERS *actually employed in teaching*; number of ASSISTANT TEACHERS appointed under Minute of 23 July 1852; and number of PUPIL-TEACHERS under apprenticeship;—(*corrected to* 31 *December* 1855).

	Certificated Teachers.			Assistant Teachers.			Pupil-Teachers.																
							1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
England	1,600	1,012	2,612	139	48	187	872	802	1,674	895	836	1,731	748	674	1,422	596	464	1,060	439	364	803	3,550	3,140	6,690
Wales	110	22	132	4	—	4	56	25	81	60	35	95	60	16	76	29	16	45	39	19	58	244	111	355
Isle of Man and Channel Islands.	16	10	26	-	-	—	7	8	15	10	6	16	16	8	24	7	1	8	5	4	9	45	27	72
Scotland	516	146	662	30	—	30	208	111	319	274	92	366	252	53	305	159	50	209	118	30	148	1,071	336	1,407
Total	2,242	1,190	3,432	173	48	221	1,203	946	2,149	1,239	969	2,208	1,076	751	1,827	791	531	1,322	601	417	1,018	4,910	3,614	8,524

(No. V.)

TABLE No. IV re-arranged to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1855, *classified denominationally*;—with Table showing Number of Schools aided by CAPITATION GRANTS, Amount granted, Number of Scholars on whom such Grants were allowed, Number of Scholars in average Attendance in those Schools, and Centesimal Proportion of Scholars on whom Grants were allowed to Number of Scholars in average Attendance; *for Years* 1854 *and* 1855.

Schools connected with	Number of Certificated Teachers.		Number of Assistant Teachers.		Number of Pupil-Teachers.		Capitation Grants.									
							From 1 January to 31 December 1854.					From 1 January to 31 December 1855.				
							Number of Schools aided.	Amount granted.	Number of Scholars.		Centesimal Proportion of Scholars on whom Grants have been allowed to Number of Scholars in average Attendance.	Number of Schools aided.	Amount granted.	Number of Scholars.		Centesimal Proportion of Scholars on whom Grants have been allowed to Number of Scholars in average Attendance.
	Male.	Female.	Male.	Female.	Male.	Female.			On whom grants were allowed.*	In average Attendance.				On whom grants were allowed.*	In average Attendance.	
								£ s. d.					£ s. d.			
Church of England, or National Society.	1,341	871	110	11	2,620	2,413	570	4,812 16 8	18,108	56,589	32·52	990	8,105 8 2	29,137	83,585	35·22
British and Foreign School Society.	200	96	16	4	660	423	56	675 12 0	2,624	6,480	40·49	105	1,205 3 0	4,237	10,818	40·64
Wesleyan Methodists' Conference.	127	38	14	1	310	150	37	358 12 0	1,346	3,176	42·38	68	677 8 6	2,585	6,612	39·09
Roman Catholic Poor School Committee (*in Great Britain*).	64	14	3	2	177	225	16	110 7 0	123	904	45·28	23	137 13 0	519	1,349	37·8
Parochial Unions - -	- -	- -	- -	- -	34	21	—	—	—	—	—	—	—	—	—	—
Established Church of Scotland.	215	71	18	- -	506	131	—	—	—	—	—	—	—	—	—	—
Free Church of Scotland.	237	51	12	- -	490	117	—	—	—	—	—	—	—	—	—	—
Episcopal Church in Scotland.	28	19	- -	- -	43	52	—	—	—	—	—	—	—	—	—	—
Total - - -	2,242	1,990	173	48	4,910	3,611	679	5,957 7 8	22,801	67,179	33·94	1,096	10,125 12 8	36,929	102,364	36·07

* Capitation grants are allowed on account of those children *only* who have attended school during one hundred and seventy-six days in the year, and who pay school fees of not less than one penny, nor more than fourpence, per week.

receiving Aid from Committee of Council on Education.

andonment of it (as returned by Principals of several Schools enumerated

	1850.		1851.		1852.		1853.		1854.		1855.		Total.	
	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.
	3	3	(a)1		1	1	2	1	1	2			4	4
	1	1	5				4	1	3				*18	*4
1	1	1	1				3	1	3	3		1	12	7
													(b)*39	(b)*17
										1			-	*1
													-	*1
					2	2	1	1	1	1	1		*6	*5
							1	1	1	3			*1	*4
							3	2	1	1			4	3
					2	2	2	2	3		1		*9	*3
	1			1	2	2	5	1	4	1	1	1	*13	*5
													-	1
							1	3	1	1			*2	*4
	16	4	15	5	30	10	30	6	24	3	1		*118	*28
1	2	1	3		2		3	1	1	5			*14	*13
2			1				1	1					2	3
1	1		1			1	2	2		1			(c)- *4	(c)- *5
3	10	2	6	8	6	2	7	3	3	5		2	*89	*55
1	4		6	1	3		3	6	17	3			*41	*14
4	4	2	2	3	3			1		2			*15	*15
	1	2			1	1		1	2	4			*2	*7
3	2		2		3		1	3	2	2			*11	*10
3		6			3		3	2		3	1		*5	*23
								1	2				2	2
3	45	24	46	23	58	29	80	43	70	40	7	8	417	241

in each year cannot be specified. (c) Cannot be ascertained.

(No. VII.)

COPY of RETURN presented to the House of Commons in Session of 1855 (*extending over entire period from* 1847 *to* 25 *April* 1855), showing Number of Pupil-Teachers and Stipendiary Monitors trained or educated at Public Expense, and not received into Normal Schools.

[*House of Commons Paper, No.* 321, *Session* 1855.]

Pupil-teachers and stipendiary monitors who have been trained or educated at the public expense to become teachers, but who have *not* been received into the Normal Schools—

9,788*

* This number includes 6,619 pupil-teachers who are at this time (25 April 1855) serving apprenticeships, and who have received one or more payments from the Parliamentary Grants.

The remainder (9,788—6,619=) 3,169 is made up as follows:—

1,544 have duly completed their apprenticeship, and the greater part† of them are known to be employed as public teachers.
170 are dead.
180 have failed in health.
307 have been rejected for want of proficiency.
968 have been rejected, or have been withdrawn, from other causes.

The total number of pupil-teachers apprenticed up to 25 April 1855 was 12,807. The difference between this number and the number above accounted for (12,807—9,788=3,019) is made up of:—

1,825 admitted into Normal Schools.
1,194 who have not served long enough to receive their first payment as apprentices.

(Signed) R. R. W. LINGEN.

Privy Council Office, 7 June 1855.

† 1,489. (*See* Return to an Address of House of Commons, of same Session, No. 268.)

hool		
	Four.	Five, and over.
)	4·87	4·26
)	5·03	4·74
3	5·	4·
3	7·44	6·14
5	7·7	7·07
3	5·4	4·15
3	6·14	4·84
)	4·2	3·14
3	6·03	4·84
5	5·	3·63
1	7·	5·67
5	6·43	5·2
	4·47	4·06
5	5·75	3·97
6	4·83	3·28
8	5·	3·9
	4·11	2·66
	2·31	1·13
2	9·45	7·26
2	7·8	6·7
9	7·85	6·48
5	3·33	1·76
7	5·69	4·49

* Payments on account of scholars holding exhibitions.

Week	Over Fourpence.
	3·54
	3·52
	2·7
	1·19
	1·78
	2·97
	2·5
	1·62
	3·35
	2·62
	1·98
	·89
	7·4
	2·09
	5·65
	4·76
	1·61
	1·4
	10·67
	9·73
	12·2
	1·2
	4·

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(No. XII.)

STATEMENT of GRANTS awarded to TRAINING SCHOOLS on account of STUDENTS holding Certificates of Merit, and trained during Years 1847 to 1855; and also on account of QUEEN'S SCHOLARS admitted after Examinations at Christmas 1850, 1851, 1852, 1853, 1854, and 1855.

	TRAINING SCHOOL.	1847 to 1854. Number of certificated students.	1847 to 1854. Amount of grant.	1847 to 1854. Number of Queen's scholars.	1847 to 1854. Amount of grant.	1855. Number of certificated students.	1855. Amount of grant.	1855. Number of Queen's scholars.	1855. Amount of grant.
			£ s. d.		£ s. d.		£ s. d.		£ s. d.
CHURCH OF ENGLAND.	Cheltenham (Male)	222	4,664 0 0	194	4,570 0 0	16	1,582 10 0	85	1,780 0 0
	" (Female)	129	1,719 6 8	101	1,403 6 8	31	619 6 8	30	733 6 8
	" Highbury (Metropolitan)	79	1,485 0 0	90	2,020 0 0	43	691 0 0	38	791 5 0
	NATIONAL SOCIETY'S, at Battersea	278	5,762 0 0	194	4,430 0 0	88	1,468 0 0	87	1,967 10 0
	NATIONAL SOCIETY'S, at Chelsea, St. Mark's	276	5,911 0 0	105	2,415 0 0	37	942 0 0	31	675 0 0
	NATIONAL SOCIETY'S, at Whitelands	298	4,472 0 0	184	2,821 6 8	84	992 13 4	70	1,150 16 8
	NATIONAL SOCIETY'S, at Caermarthen	100	1,458 0 0 *787 0 0	37	829 0 0 —	20	283 0 0 *75 0 0	7	150 0 0 —
	DIOCESAN, at Bishop's Stortford (Rochester Diocesan)	46	581 0 0	09	806 0 0	19	454 0 0	25	358 6 8
	DIOCESAN, at Brighton	16	210 0 0	11	160 0 0	8	82 0 0	6	90 0 0
	DIOCESAN, at Caernarvon	30	426 13 4	4	80 0 0	17	204 0 0	3	60 0 0
	DIOCESAN, at Chester	169	2,282 0 0	55	1,245 0 0	42	589 0 0	16	345 0 0
	DIOCESAN, at Chichester	27	347 0 0	31	680 0 0	12	176 0 0	10	210 0 0
	DIOCESAN, at Culham (Oxford Diocesan)	70	1,206 0 0	84	1,815 0 0	19	472 0 0	19	410 0 0
	DIOCESAN, at Derby (Lichfield Diocesan)	57	470 0 0	43	643 6 8	21	252 0 0	20	393 6 8
	DIOCESAN, at Durham	68	1,382 0 0	41	920 0 0	18	311 0 0	18	400 0 0
	DIOCESAN, at Exeter	58	1,189 0 0	56	1,224 0 0	27	432 0 0	21	530 0 0
	DIOCESAN, at Norwich	18	250 13 4	13	246 13 4	7	78 13 4	5	72 10 0
	DIOCESAN, at Salisbury	95	1,510 0 0	53	791 13 4	34	578 13 4	18	280 0 0
	DIOCESAN, at Saltley (Worcester Diocesan)	47	773 0 0	60	1,050 0 0	22	381 10 0	20	421 10 0
	DIOCESAN, at Warrington	100	1,268 0 0	57	590 0 0	38	466 6 8	27	400 16 8
	DIOCESAN, at Winchester	51	713 0 0	34	735 0 0	15	219 0 0	12	260 0 0
	DIOCESAN, at York and Ripon (Male)	115	2,851 0 0	91	1,980 0 0	53	767 10 0	38	652 10 0
	DIOCESAN, at " (Female)	60	779 19 4	55	385 6 8	14	191 13 4	11	170 0 0
	DIOCESAN, at Bristol, Gloucester, & Oxford Diocesan (Female)	—	—	—	—	9	111 6 8	8	150 0 0
	BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road (Male)	67	1,202 0 0	90	1,965 0 0	41	682 10 0	38	703 15 0
	" " " (Female)	41	505 15 6	57	846 13 4	37	496 0 0	28	330 0 0
	WESLEYAN, in Horseferry Road, Westminster (Male)	68	1,251 0 0	80	1,745 0 0	51	859 0 0	43	880 0 0
	" " " (Female)	28	526 13 4	27	403 6 8	27	384 0 0	18	240 0 0
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, Holborn	213	2,985 0 0	117	1,750 0 0	68	964 0 0	47	703 15 0
	ROMAN CATHOLIC, at Hammersmith	8	148 0 0	6	155 0 0	10	158 0 0	6	135 0 0
	KNELLER HALL	128	1,922 0 0 *845 0 0	43	995 0 0	—	—	—	—
	ESTABLISHED CHURCH IN SCOTLAND, at Edinburgh (Male)	52	1,150 0 0	50	710 0 0	24	409 0 0	28	605 0 0
	" " " (Female)	28	410 0 0	13	190 13 4	18	184 0 0	8	130 0 0
	" " at Glasgow (Male)	47	1,055 0 0	21	485 0 0	23	357 0 0	11	270 0 0
	" " " (Female)	30	443 6 8	2	33 6 8	9	98 0 0	5	80 0 0
	FREE CHURCH IN SCOTLAND, at Edinburgh (Male)	154	3,265 0 0	66	1,525 0 0	52	887 0 0	42	1,006 5 0
	" " " (Female)	64	940 0 0	19	280 13 4	31	340 13 4	14	250 0 0
	" " at Glasgow (Male)	90	1,268 6 8	30	690 0 0	31	476 0 0	28	660 0 0
	" " " (Female)	60	983 6 8	9	143 6 8	20	233 6 8	5	80 0 0
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (St. Andrew's Hall)	—	—	—	—	5	93 0 0	—	—
	Total	3,440	62,281 1 6	2,224	43,990 13 4	1,254	17,806 13 4	172	18,605 13 4

* Payments on account of scholars holding *exhibitions*.

(No. XIII.)

STATEMENT of RETIRING PENSIONS granted to TEACHERS *of Schools under Inspection* who, by Age or Infirmity, have been rendered incapable of continuing to teach a School efficiently;—*up to* 31 *December* 1855.*

Name of School.	Amount paid.			Annual Rate of Pension.			Number of Pensioners.
	£	s.	d.	£	s.	d.	
Banbury (Infants), B. S. - - -	†40	0	0	-	-	-	One.
Cheltenham (Bath Road), N. S. - -	3	6	8	20	0	0	One.
Conway, N. S. - - - - - -	108	6	8	20	0	0	One.
Cricklade, N. S. - - - - -	†25	0	0	-	-	-	One.
Ewell, N. S. - - - - - -	30	0	0	20	0	0	One.
Fitzroy Square, London, B. S. - - -	†30	0	0	-	-	-	One.
Gwennap, Church Town, Endowed, N. S. -	9	3	4	20	0	0	One.
Leeds, Little Holbeck (Marshall's Factory)	35	8	4	25	0	0	One.
Melksham, B. S. - - - - -	†40	0	0	-	-	-	One.
Nuneaton, N. S. - - - - -	†40	0	0	-	-	-	One.
Pancras, St., Ch. Ch., N. S. - - -	45	0	0	40	0	0	Two.
Sheffield, St. Philip's, N. S. - - -	13	6	8	16	0	0	One.
Swindon, N. S. - - - - -	11	13	4	35	0	0	Two.
Thurstonland, N. S. - - - -	83	6	8	20	0	0	One.
Warblington and Emsworth, N. S. - -	55	0	0	20	0	0	One.
Westminster (Piccadilly), Offertory School -	60	0	0	20	0	0	One.
Westminster (Piccadilly), St. James', N. S.	15	0	0	20	0	0	One.
Wharton, N. S. - - - - -	†40	0	0	-	-	-	One.

* See Minutes of 1846, vol. i., p. 11, and Minutes of 1851-2, vol. i., p. 25.
† Special Gratuities, not to be repeated.

(No. XIV.)

Statement of Grants to Schools of Industry, for *Industrial Purposes* (towards payment of rent, purchase of tools, remuneration of superintendents, &c.) ;—*up to* 31 *December* 1855.*

Name of School.	Amounts Granted.																							
	1850.			1851.			1852.			1853.			1854.			1855.			Total.		
England and Wales.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Acton, Industrial	-	-	-	8	0	0	10	2	6	7	16	0	9	15	0	10	5	6	45	19	0
Aldermaston	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	15	0	0	15	0
Almondbury, Central Industrial	-	-	-	-	-	-	3	19	3	3	0	0	7	6	0	3	17	6	17	16	9
Alnwick (Duke of Northumberland's)	-	-	-	-	-	-	-	-	-	-	-	-	1	5	0	3	0	0	4	5	0
Ashton, West, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	16	0	9	39	10	0	55	10	9
Astbury, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	1	15	0	2	10	0	4	5	0
Bath (Sutcliffe), Industrial	-	-	-	-	-	-	-	-	-	-	-	-	46	19	10	-	-	-	46	19	10
Beaumont Place (New Road), Reformatory	-	-	-	-	-	-	-	-	-	-	-	-	118	0	0	117	0	0	235	0	0
Beckley, Industrial	-	-	-	-	-	-	-	-	-	1	4	0	-	-	-	35	4	5	36	8	5
Benson, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	2	5	0	4	2	6	6	7	6
Birmingham, Industrial	-	-	-	-	-	-	3	0	0	36	13	4	-	-	-	65	0	0	104	13	4
Birmingham (Saltley), Reformatory	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30	0	0	30	0	0
Blandford Square, Industrial, Roman Catholic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	53	0	0	53	0	0
Bridgnorth, Blue-coat, Industrial	-	-	-	-	-	-	1	5	0	5	5	0	2	10	0	5	2	6	14	2	6
Brigham (Keswick), Industrial	-	-	-	-	-	-	-	-	-	7	12	6	1	1	0	4	1	0	12	14	6
Bristol, St. James', Ragged	8	0	0	-	-	-	10	10	0	14	10	0	51	10	0	79	0	0	163	10	0
Bristol, St. Paul's, Industrial	-	-	-	-	-	-	7	0	0	-	-	-	6	0	0	3	5	0	16	5	0
Bristol, Pennywell Lane, Ragged	-	-	-	-	-	-	6	15	0	25	2	6	14	15	0	81	0	0	127	12	6
Bristol, Lewin's Mead, Industrial	-	-	-	-	-	-	-	-	-	3	0	0	3	0	0	8	10	0	14	10	0
Bristol, Educational, Ragged and Industrial	-	-	-	-	-	-	-	-	-	10	15	0	-	-	-	-	-	-	10	15	0
Brixton, Grove House	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	78	0	0	78	0	0
Bushbury, Industrial	-	-	-	-	-	-	3	17	6	3	0	0	-	-	-	-	-	-	6	17	6
Cambridge, Industrial	-	-	-	33	8	0	18	0	0	18	0	0	17	15	0	31	15	0	118	18	0
Cannock, Endowed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	17	6	0	17	6
Church Lawton, Industrial	-	-	-	3	15	0	3	15	0	3	15	0	3	0	0	3	0	0	17	5	0
Court-y-Bella, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	8	4	6	6	7	6	14	12	0
Cubington, Industrial	9	15	0	9	15	0	-	-	-	11	5	0	11	10	0	-	-	-	42	5	0
Donnington Wood, Industrial	-	-	-	-	-	-	1	4	1	3	0	0	2	5	0	1	17	6	8	6	7
Durham, Blue-coat, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	0	12	0	0	10	0	1	2	0

* See Minutes of 1846, vol. i., p. 12., and of 1850-1, vol. i., p. xxi.

(No. XIV.)—Statement of Grants to Schools of Industry, &c.—*continued.*

Name of School.	Amounts Granted.																							
	1850.			1851.			1852.			1853.			1854.			1855.			Total.		
ENGLAND AND WALES—*continued.*	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Elsecar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	15	0	6	15	0
Essington, Industrial	-	-	-	1	11	10	2	5	0	2	5	0	1	17	6	1	17	6	9	16	10
Finchley, Trinity, Industrial	-	-	-	13	15	0	10	10	6	8	5	0	7	2	0	11	15	0	51	7	6
Forthampton, Industrial	-	-	-	1	5	0	2	6	4	1	15	6	4	3	4	3	12	6	13	2	8
Gloucester, Ragged Industrial	-	-	-	-	-	-	-	-	-	-	-	-	69	18	2	32	10	0	102	8	2
Hagley, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	6	5	0	-	-	-	6	5	0
Hardwick, Reformatory	-	-	-	-	-	-	-	-	-	-	-	-	37	0	0	39	15	0	76	15	0
Harrietsham	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	6	10	4	6	10
Hatfield, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	1	9	3	-	-	-	1	9	3
Hay, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	4	9	0	3	15	0	8	4	0
Henley-on-Thames, Industrial	-	-	-	-	-	-	4	1	2	-	-	-	3	15	0	5	0	0	12	16	2
Highgate, St. Michael's	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25	5	0	25	5	0
Iffley, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	3	10	2	2	12	6	6	2	8
Ipstones, Agricultural	-	-	-	1	15	4	5	5	0	-	-	-	5	15	0	3	5	0	16	0	4
Kingswood, Reformatory	-	-	-	-	-	-	-	-	-	-	-	-	36	10	0	55	10	0	92	0	0
Lilleshall, Industrial	-	-	-	2	5	0	2	5	0	2	5	0	2	5	0	2	0	0	11	0	0
Liverpool (Mount Vernon), St. Thomas', Roman Catholic, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	139	15	0	-	-	-	139	15	0
Liverpool, Industrial Ragged	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	99	10	0	99	10	0
Liverpool, St. Thomas', Industrial	-	-	-	-	-	-	-	-	-	23	7	6	-	-	-	-	-	-	23	7	6
Liverpool (Everton Crescent), R.C., Industrial	-	-	-	-	-	-	-	-	-	-	-	-	20	0	0	120	0	0	140	0	0
Maesteg, Iron Works, British, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	2	12	6	2	0	0	4	12	6
Maryvale	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54	0	0	54	0	0
Middle, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	3	15	0	-	-	-	3	15	0
Newcastle-on-Tyne, St. Andrew's, Industrial, Roman Catholic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	0	0	5	0	0
Norton on the Moors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	2	10	5	2	10
Nuneaton (Church Lane), Industrial	-	-	-	-	-	-	-	-	-	1	10	8	3	15	0	3	15	0	9	0	8
Ockham, Industrial	-	-	-	-	-	-	-	-	-	1	15	6	9	15	0	18	12	6	30	3	0
Oswestry, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	0	18	0	2	12	6	3	10	6
Painswick	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	6	8	20	6	8
Peckleton (Leicester), Juvenile Reformatory	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	0	0	10	0	0
Quernmore	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	0	0	8	0	0
Redenhall, Industrial	-	-	-	-	-	-	1	4	0	-	-	-	-	-	-	-	-	-	1	4	0
Rugby, Industrial	-	-	-	-	-	-	-	-	-	4	8	10	2	17	6	3	2	6	10	8	10
Saffron Walden, Industrial	-	-	-	1	1	8	-	-	-	-	-	-	-	-	-	-	-	-	1	1	8
Satterthwaite and Rusland	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	6	1	1	6

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(No. XV.)

DETAILED STATEMENT (under Counties) of sums expended from Parliamentary Grants for Education in Great Britain, in BUILDING, ENLARGEMENT, IMPROVEMENTS, or FIXTURES of Schools; in BOOKS and MAPS; in AUGMENTATION of SALARIES of CERTIFICATED SCHOOLMASTERS and SCHOOLMISTRESSES; in STIPENDS of ASSISTANT TEACHERS; in STIPENDS of PUPIL-TEACHERS, and GRATUITIES for their special instruction; and in CAPITATION GRANTS (Minute of 2 April 1853);—between years 1833 and 1855 (corrected to 31 December 1855).

For Grants of Retiring Pensions to former Teachers of Schools under Inspection, and for Grants to Schools of Industry for Industrial Purposes, see two foregoing Tables Nos. XIII. and XIV.

**** Grants awarded by the Lords of Her Majesty's Treasury (prior to the appointment of the Committee of Council on Education) are marked with an asterisk.*

ENGLAND.

NOTE.—N.S. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B.S., with the *British and Foreign School Society*; Wes., *Wesleyan Methodists' Conference*; R.C., *Roman Catholic Poor School Committee*; Par., that it is a *Parochial* School; and P.U., a *Parochial Union* School.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
BEDFORDSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ampthill - - N.S.	180 0 0	June 4, 1845	1 6 6½	16 13 4	- -	449 5 0	26 9 0
" - - "	59 17 6	Jan. 28, 1853					
Ampthill - - B.S.	150 0 0	Nov. 1846 -	4 4 2	38 12 6	- -	114 2 6	5 17 0
" - - "	40 0 0	Jan. 15, 1855					
Aspley Guise - - N.S.	202 0 0	Mar. 27, 1818	8 7 0½	32 10 0	- -	279 5 0	1 16 7
" - - "	49 10 0	Oct. 25, 1850					
" - - "	9 0 0	May 15, 1854					
" - - "	13 0 0	July 31, 1855					
Aspley Guise - B.S.	- - -	- - -	2 0 10	3 15 0	- -	228 2 6	12 4 0
Barford, Great - N.S.	115 0 0	Jan. 23, 1849	2 13 10				
Biddenham - - N.S.	*45 0 0	Feb. 1839					
" - - "	65 0 0	July 22, 1848					
Biggleswade - - N.S.	*150 0 0	Mar. 1839					
" - - "	90 0 0	Sept. 1844					
Biggleswade, Boys and Girls - B.S.	- - -	- - -	3 17 8½	77 6 8	- -	272 9 2	5 10 0
Bletsoe, Boys - N.S.	100 0 0	April 11, 1854					
Blunham - - N.S.	52 0 0	Feb. 27, 1843					
Clophill - - N.S.	*50 0 0	July 19, 1836					
Colmworth - - N.S.	23 10 0	June 21, 1841					
" - - "	40 0 0	June 24, 1845					
Cranfield - - N.S.	*48 0 0	Jan. 13, 1836	1 3 0	102 8 4	- -	100 0 0	28 9 0
" - - "	*40 0 0	Jan. 5, 1839					
Dunstable - - N.S.	*85 6 0	Dec. 28, 1839	1 8 8	30 5 0	- -	14 3 4	6 12 0
" - - "	12 6 0	May 23, 1846					
Dunstable - - Wes.	- - -	- - -	4 0 0	- -	- -	50 5 10	9 17 0
Eaton Bray - - N.S.	72 0 0	Apr. 22, 1842					
Eversholt - - N.S.	80 0 0	Sept. 23, 1842	0 17 0				
Everton and Tetsworth - - N.S.	*42 0 0	Oct. 18, 1837					
Felmersham - - N.S.	110 0 0	Dec. 31, 1846					
Harrold - - N.S.	200 0 0	Nov. 13, 1847					
Heath and Reach - N.S.	80 0 0	Feb. 27, 1847					
Henlow - - - N.S.	- - -	- - -	- - -	17 10 0			
Hockliffe - - N.S.	72 0 0	Feb. 3, 1845	4 2 6½	36 10 0	- -	300 8 4	17 12 0
" - - "	72 0 0	Nov. 11, 1854					
Kempston - - N.S.	130 0 0	Sept. 12, 1844					
Keysoe - - N.S.	32 0 0	July 16, 1841					
" - - "	10 0 0	June 22, 1848					
Leighton Buzzard - B.S.	*75 0 0	Jan. 18, 1840					
" " - "	10 0 0	April 1, 1847					
" " - "	50 0 0	May 22, 1847					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
BEDFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Luton - - N.S.	*145 0 0	July 1835 -	2 1 9	53 12 6	- -	167 0 0	
„ - - - „	50 0 0	Feb. 23. 1849					
Luton - - Wes.	- - -	- - -	12 2 2½	- -	- -	101 0 6	
Marston Mortaine and Lidlington - N.S.	160 0 0	Jan. 3, 1848	2 14 0	147 11 8	- -	261 0 0	20 14 0
Maulden - - N.S.	110 0 0	April 2, 1850	1 12 8				
Meppershall - - N.S.	40 0 0	Feb. 8, 1840					
Poddington - - N.S.	50 0 0	Oct. 10, 1842	1 3 8				
Pulloxhill - - N.S.	55 0 0	Sept. 6, 1845	1 13 4½	5 0 0	- -	12 10 0	
„ - - - „	29 10 0	Nov. 11, 1854					
Ridgmont - - Wes.	- - -	- - -	5 0 7½	- -	- -	192 6 8	13 7 0
Risely - - - N.S.	37 10 0	June 26, 1841					
„ - - - „	66 0 0	June 15, 1849					
Staughton, Little - N.S.	50 0 0	May 30, 1846					
Stotfold - - N.S.	110 0 0	Jan. 15, 1844	1 19 11				
„ - - - „	45 0 0	Feb. 24 1854					
„ - - - „	38 0 0	May 15, 1855					
Tebworth - - N.S.	297 0 0	April 26, 1855	2 10 5				
Toddington - - Wes.	- - -	- - -	3 6 8	- -	- -	2 10 0	
Toddington - - N.S.	439 4 0	Nov. 1, 1855					
Turvey, Infants - N.S.	66 10 0	Nov. 20, 1841					
Turvey, Boys and Girls - - N.S.	341 0 0	Oct. 30, 1848	2 0 0	33 15 0	- -	- - -	7 12 0
Upend - - - N.S.	270 0 0	June 26, 1855					
Westoning - - N.S.	58 0 0	Dec. 11, 1841					
„ - - - „	17 5 0	Oct. 17, 1855					
Wilshampstead or Wilstead - - N.S.	111 0 0	Aug. 5, 1847					
Wilden, Endowed - N.S.	101 5 0	Apr. 27, 1852					
Woburn - - N.S.	- - -	- - -	- -	21 10 0	- -	2 10 0	
Yelden - - - N.S.	45 0 0	Feb. 25, 1846					
„ - - - „	36 0 0	Jan. 9, 1847					
BERKSHIRE.							
Abingdon - - B.S.	- - -	- - -	9 14 1½	3 15 0	- -	351 10 0	
Aldermaston, Ch. of Eng.	- - -	- - -	- -	19 10 0	- -	51 9 2	3 4 0
Appleton - - N.S.	*35 0 0	Dec. 2, 1837					
Arborfield - - N.S.	65 0 0	Aug. 11, 1841					
Ascot Heath - - N.S.	50 0 0	Jan. 21, 1854	1 13 4	5 0 0	- -	22 10 0	10 12 0
Ashbury - - N.S.	- - -	- - -	- -	- -	- -	66 6 8	
Aston-Tyrold - N.S.	54 0 0	Oct. 25, 1847	1 0 4½				
Beech Hill - - N.S.	- - -	- - -	- -	13 0 0			
Beenham - - N.S.	36 0 0	Feb. 11, 1841					
Boxford - - -	- - -	- - -	2 4 10				
Bracknell - Ch. S.	150 0 0	June 5, 1855					
Bray and Hollyport N.S.	104 0 0	Nov. 17, 1848	1 17 8½	24 13 4	- -	15 0 0	10 5 0
Brightwell - - N.S.	45 0 0	May 17, 1842	7 11 8½	26 13 4	- -	49 16 8	14 0 0
Brimpton - Ch. of Eng.	- - -	- - -	- -	- -	- -	5 0 0	3 10 0
Buckland - - Par.	- - -	- - -	- -	- -	- -	- - -	6 3 0
Burghfield - - N.S.	20 10 0	July 30, 1844					
Chieveley (North Heath) - - N.S.	*75 0 0	Jan. 15, 1840					
Childrey - - Wes.	- - -	- - -	1 10 8½	15 0 6	- -	3 15 0	7 4 0
Cholsey - - N.S.	*62 0 0	Mar. 20, 1839					
Clewer - - - N.S.	- - -	- - -	2 11 0	9 12 6	- -	107 10 0	12 5 0
Cookham Dean - N.S.	119 0 0	Oct. 8, 1847	2 14 5½	30 16 8	- -	219 5 0	23 15 0
„ - - - „	6 9 0	Feb. 15, 1855					
Drayton - - N.S.	124 0 0	Dec. 27, 1848					
Fyfield - - N.S.	- - -	- - -	1 0 0				
Greenham - - N.S.	- - -	- - -	1 4 3½				
Hampstead Norris N.S.	68 0 0	Oct. 27, 1847	1 0 8				
Hanney - - N.S.	165 0 0	Sept. 28, 1848	1 13 4	10 0 0			
Harwell - - N.S.	*50 0 0	Nov. 20, 1839					
Hendred, West - N.S.	153 5 8	Mar. 28, 1854	2 8 8	37 10 0	- -	18 6 8	
Hermitage - - N.S.	35 0 0	Aug. 11, 1841	1 7 2				
Hinton Waldrist - N.S.	*30 0 0	Aug. 4, 1838	1 2 8½				
Hurst and Ruscombe - - N.S.	140 0 0	Jan. 17 1844					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
BERKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Knowle Hill - - N.S.	110 0 0	July 17, 1847	1 6 8				
Lambourne - - N.S.	106 0 0	Dec. 19, 1851	2 8 8½	33 6 8	- -	- - -	11 11 0
Lambourne - - Wes.	- - -	- - -	3 1 4½	- -	- -	85 0 0	4 5 0
Langford - - N.S.	90 0 0	Aug. 17, 1847	1 2 1½				
Maidenhead - - N.S.	150 0 0	Apr. 18, 1845	- -	6 13 4	- -	5 0 0	
Newbury - - B.S.	133 0 0	Aug. 26, 1840					
Newbury - - Wes.	- - -	- - -	6 2 6½	56 5 0	- -	83 0 0	
Reading, St. Giles' N.S.	*150 0 0	Jan. 20, 1838	14 13 1	166 8 4	- -	572 3 4	
Reading, St. Lawrence's - - Ch. S.	250 0 0	May 9, 1854					
Reading, St. Mary's N.S.	120 0 0	Dec. 1, 1855	2 13 4½				
Reading, St. Mary's Chapel - - N.S.	- - -	- - -	- -	6 0 0			
Sparsholt - - N.S.	*40 0 0	Nov. 30, 1839					
Speen - - Par.	- - -	- - -	1 14 6	163 5 10	- -	167 13 4	17 9 0
Stanford in the Vale N.S.	20 0 0	Aug. 30, 1844	0 19 10½				
Steventon - - N.S.	40 0 0	Dec. 13, 1841					
Sunningdale - - N.S.	38 0 0	Sept. 2, 1842	3 4 3½	37 10 0	- -	185 12 6	23 5 0
" - - "	8 0 0	Nov. 7, 1848					
" - - "	5 0 0	May 9, 1850					
" - - "	110 0 0	Sept. 23, 1854					
Swallowfield - - Ch.S.	350 0 0	May 25, 1855					
Thatcham - - N.S.	225 0 0	Apr. 2, 1846	- -	- -	- -	15 0 0	6 18 0
Thatcham - - B.S.	125 0 0	Oct. 30, 1847	1 3 4	18 0 0	- -	104 0 10	
" - - "	9 1 10	Nov. 29, 1848					
Uffington - - N.S.	80 0 0	Dec. 15, 1852					
Wallingford - - N.S.	- - -	- - -	2 10 0½	45 0 0	- -	60 13 4	
Wantage - - Wes.	- - -	- - -	7 0 10½	3 15 0	- -	268 15 0	19 7 0
Wantage, St. Peter's and St Paul's, Par. N.S.	- - -	- - -	- -	72 1 8	- -	138 5 0	45 0 0
Windsor, New - N.S.	10 0 0	Aug. 12, 1848	19 9 4½	127 13 4	30 0 0	847 0 0	
Windsor, Old - N.S.	- - -	- - -	3 12 10	33 0 0	- -	166 13 4	
Windsor, St. Ann's (Private School)	- - -	- - -	- -	29 3 4	- -	32 10 0	
Windsor, St. Mark's N.S.	- - -	- - -	3 2 3	184 11 8	- -	223 3 4	
Windsor Park, Royal School - - N.S.	- - -	- - -	- -	81 0 0	- -	524 0 10	
Windsor, New - B.S.	245 0 0	Jan. 1, 1842	7 4 2½	- -	- -	67 10 0	
" " - "	17 6 8	Sept. 1, 1854					
Windsor - - P.U.	- - -	- - -	- -	- -	- -	32 2 6	
Winkfield Industrial - - - N.S.	*70 0 0	Sept. 21, 1839	2 10 0½	55 0 0	- -	52 10 0	15 10 0
Wokingham - - B.S.	*125 0 0	Jan. 30, 1841					
BUCKINGHAMSHIRE.							
Aston Clinton - N.S.	96 0 0	July 11, 1849					
Aylesbury - - N.S.	190 0 0	Jan. 2, 1847	3 17 10½	81 5 0	- -	142 16 8	
" - "	21 0 0	Jan. 22, 1855					
Aylesbury - - B.S.	- - -	- - -	4 10 10	- -	- -	236 0 0	
Beachampton - N.S.	- - -	- - -	1 15 10	- -	- -	92 1 8	
Beaconsfield - - B.S.	- - -	- - -	- -	- -	- -	53 19 2	
Bierton - - N.S.	87 0 0	May 18, 1849	1 1 2½	- -	- -	52 10 0	
Bletchley - - N.S.	*50 0 0	May 23, 1840					
Brickhill, Little - N.S.	44 0 0	Oct. 7, 1851					
Buckingham - N.S.	- - -	- - -	- -	47 10 0	- -	6 5 0	
Chalfont, St. Peter's, N.S.	70 0 0	Mar. 3, 1848					
" " - "	42 17 6	May 9 1848					
Cheddington - Ch. of E.	- - -	- - -	- -	18 15 0	- -	- - -	3 6 0
Chesham - - N.S.	200 0 0	Dec. 12, 1846					
" - "	54 0 0	Dec. 31, 1851					
Claydon, Middle - N.S.	- - -	- - -	- -	- -	- -	100 0 0	6 0 0
Colnbrook and Horton N.S.	215 0 0	Mar. 2, 1846	0 12 2	20 0 0	- -	159 3 4	20 14 0
Crawley, North - N.S.	50 0 0	Jan. 25, 1845					
Cuddington - - N.S.	75 0 0	Apr. 28, 1846					
Datchett - - N.S.	- - -	- - -	4 9 9¼	9 3 4	- -	291 12 6	3 17 0

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	Amount.	Date of Payment.					
BUCKINGHAMSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Drayton Beauchamp N.S.	60 0 0	Mar. 25, 1845					
Dunton - - N.S.	25 0 0	Feb. 23, 1842					
Eaton (Workhouse) -	- - -		- - -	- - -	- -	23 0 0	
Farnham-Royal - N.S.	- - -		2 6 6	3 15 0	- -	- - -	18 5 0
Fulmer - - - N.S.	50 0 0	Oct. 8, 1844					
" " - "	50 0 0	Oct. 19, 1855					
Grandborough - N.S.	90 0 0	Feb. 4, 1854.					
Haddenham - - B.S.	70 0 0	Sept. 19, 1851					
Hambledon - - N.S.	- - -		2 6 4½				
Iver, Boys - - N.S.	102 0 0	July 7, 1849	- - -	13 5 0	- -	74 3 4	
Iver, Girls & Infants N.S.	100 0 0	Jan. 9, 1847	- - -	5 0 0	- -	6 5 0	
Kemble, Great - N.S.	- - -		- - -	- - -	- -	- - -	12 0 0
Langley Marish, Boys and Girls - - N.S.	72 0 0	Oct. 28, 1848	2 5 10	52 10 0	20 0 0	117 10 0	18 3 0
Lavendon - - N.S.	*49 0 0	Oct. 27, 1838					
" - - "	78 0 0	Aug. 19, 1853					
Leckhampstead - N.S.	*60 0 0	Mar. 6, 1839					
Linslade - - N.S.	198 0 0	July 25, 1849	6 12 0				
Ludgershall - - N.S.	93 0 0	Nov. 25, 1847	2 8 2				
Lee-Common - N.S.	50 0 0	Mar. 9, 1848					
Marlow, Great - N.S.	- - -		6 16 8½	79 11 8	- -	111 15 0	24 2 0
Marlow, Boys and Girls - - - B.S.	- - -		1 3 2				
Marsh Gibbon - N.S.	120 0 0	June 20, 1849	0 8 8½				
" - - "	40 0 0	Aug. 26, 1851					
Marston, North - N.S.	*60 0 0	Sept. 16, 1835					
Marsworth - - N.S.	45 0 0	Mar. 9, 1842	- - -	- - -	- -	- - -	1 10 0
Mursley - - N.S.	*25 0 0	Nov. 21, 1835					
Newport Pagnell - B.S.	*90 0 0	Feb. 14, 1838					
Olney - - - N.S.	176 0 0	Oct. 13, 1848	1 6 7	11 13 4			
Quainton - - N.S.	- - -		1 16 8½				
Risborough, Prince's N.S.	105 0 0	Jan. 24, 1842	- - -	- - -	- -	100 0 0	8 7 0
" " - "	35 0 0	June 5, 1844					
Risborough, Prince's B.S.	153 0 0	Oct. 5, 1848					
Stoke Goldington - N.S.	*72 0 0	June 6, 1840					
Stoke Hamond - N.S.	38 0 0	Aug. 12, 1844					
Stoke Mandeville - N.S.	60 0 0	Oct. 2, 1845	1 0 0				
Stoke Pogis - - N.S.	95 0 0	Nov. 6, 1843	4 5 10	28 0 0	- -	279 0 0	
Stony Stratford - N.S.	- - -		- - -	- - -	- -	15 0 0	13 10 0
Taplow - - - N.S.	74 0 0	Oct. 17, 1849	1 13 1½	5 0 0	- -	- - -	7 15 0
" - - "	92 12 0	Sept. 19, 1855					
Thornborough - N.S.	42 0 0	Aug. 3, 1842					
Towersey - - N.S.	60 0 0	Apr. 17, 1849					
Tyler's Green - N.S.	51 0 0	Mar. 19, 1844					
Upton-cum-Chalvey, N.S.	64 0 0	May 27, 1842	6 13 11½	51 0 0	- -	206 8 4	32 15 0
" " - "	290 15 0	Jan. 10, 1853					
" - - "	5 4 0	May 10, 1855					
Waddesdon - - N.S.	119 0 0	Mar. 21, 1849	2 14 10½	52 6 8	- -	130 6 8	25 14 0
Waddesdon - - B.S.	121 0 0	Feb. 4, 1847	6 5 1½	49 10 0	- -	318 0 0	7 9 0
Walton - - - N.S.	- - -		2 2 6½	- - -	- -	15 0 0	15 7 0
Wendover - - N.S.	- - -		2 5 10	15 0 0			
Whaddon - - N.S.	28 0 0	July 1, 1842					
Whitchurch - - Wes.	170 0 0	Sept. 24, 1850	3 9 2	18 0 0	- -	265 10 0	23 18 0
Wing - - - N.S.	- - -		6 0 0½	20 0 0			
Winslow - - N.S.	80 0 0	Oct. 2, 1840	3 18 11	- - -	- -	51 13 4	18 13 0
" - - "	8 7 8	Mar. 23, 1849					
" - - "	18 10 0	Nov. 1, 1854					
Wolverton, New - B.S.	- - -		- - -	23 5 10	- -	7 5 0	
Wooburn - - N.S.	150 0 0	Feb. 20, 1852	1 3 5½	- - -	- -	- - -	6 7 0
" - - "	50 0 0	Apr. 8, 1852					
Wycombe, High - N.S.	1,176 0 0	Dec. 14, 1855	3 9 0				
Wycombe, High - B.S.	*400 0 0	May 13, 1835	- - -	- - -	- -	583 14 2	
" - - "	9 7 8	June 22, 1848					
" - - "	54 0 0	June 21, 1853					

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	Amount.	Date of Payment.					
CAMBRIDGESHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aldreth-in-Haddenham - - - N.S.	*20 0 0	May 25, 1836					
Barton - - - N.S.	15 0 0	May 4, 1844					
Bassingbourne - N.S.	*60 0 0	Jan. 9, 1836					
Bassingbourne - B.S.	*60 0 0	June 27, 1838					
Bottisham - - N.S.	100 0 0	June 27, 1840					
" - - "	50 0 0	Jan. 9, 1847					
Brinckley - - N.S.	65 0 0	Feb. 11, 1845					
Burwell - - B.S.	80 0 0	July 6, 1847					
Cambridge, Barnwell - - - N.S.	*210 0 0	June 27, 1838	14 0 10	93 19 2	- -	1,057 4 2	
" " - "	100 0 0	Oct. 18, 1848					
" " - "	64 2 8	Oct. 6, 1852					
Cambridge (King Street) - - N.S.	178 0 0	Nov. 21, 1855	4 10 11	- -	- -	206 10 0	
Cambridge, Industrial - - - N.S.	106 10 0	Feb. 21, 1851	- -	- -	- -	87 3 0	
" " - "	95 0 0	June 8, 1852					
Cambridge, St. Giles' N.S.	- - -	- - -	- -	- -	- -	146 0 0	
Cambridge, St. Paul's (Russell Street), Boys and Girls - - - N.S.	300 0 0	Aug. 5, 1845	12 4 3½				
" " - "	55 18 8	June 27, 1851					
" " - "	100 0 0	June 1, 1852					
Cambridge, St. Paul's (Union Road), Infants - N.S.	100 0 0	Feb. 6, 1846	1 15 0	132 9 2	- -	1,047 4 2	
Cambridge - - B.S.	250 0 0	July 18, 1840	12 4 5½	10 16 8	- -	882 11 8	
" - - "	11 6 0	Nov. 29, 1848					
" - - "	100 0 0	Oct. 22, 1849					
Cambridge, St. Peter's (Castle End) N.S.	21 0 6	Nov. 11, 1854	4 3 4½	18 15 0	- -	148 10 0	
Cambridge, Church Schoolmasters' Association - -	- - -	- - -	0 12 4½				
Cambridge, Pound Hill, Infants - Ch.S.	33 0 0	April 18, 1855					
Caxton - - - N.S.	201 12 0	Jan. 30, 1855	1 3 4½				
Chesterton - - N.S.	144 0 0	Dec. 28, 1844	2 4 2½				
Chatteris, Infants -	70 0 0	Sept. 20, 1845	- -	33 18 4	- -	64 13 4	19 9 0
Comberton - - N.S.	75 0 0	June 22, 1846	1 15 0	30 0 0	- -	98 15 0	3 13 0
" - - "	4 16 0	Mar. 23, 1849					
" - - "	31 0 0	Mar. 2, 1855					
Conington - - N.S.	26 10 0	Apr. 19, 1842					
" - - "	26 10 0	May 25, 1849					
Coton - - N.S.	49 0 0	June 27, 1848					
Ditton, Fen - - N.S.	70 0 0	July 3, 1844					
" - - "	27 0 0	Oct. 5, 1846					
Ditton, Wood - N.S.	133 0 0	May 17, 1849					
Duxford - - N.S.	9 0 0	Feb. 1, 1848	1 2 7½	45 5 0	- -	247 15 10	4 13 0
" - - "	168 0 0	Feb. 8, 1848					
Elsworth - - N.S.	187 0 0	Jan. 29, 1849					
Ely - - - N.S.	27 15 4	July 4, 1850	10 6 8½	38 7 6	- -	372 15 10	
Fordham - - N.S.	168 0 0	Dec. 17, 1849					
Gamlingay - - N.S.	160 0 0	Feb. 27, 1849					
Gransden, Little - N.S.	95 0 0	June 7, 1848					
" - "	37 0 0	Aug. 23, 1848					
Haddenham - - B.S.	- - -	- - -	3 0 10½	11 5 0	- -	200 17 6	3 18 0
Haddenham, Girls, Industrial - N.S.	- - -	- - -	2 1 8	- -	- -	42 10 0	-
Horningsey - N.S.	40 10 0	Jan. 19, 1842					
Impington - - N.S.	55 0 0	Aug. 18, 1847					
Isleham - - N.S.	230 0 0	Feb. 20, 1849	- -	28 6 8	- -	16 13 4	
Linton - - N.S.	- - -	- - -	5 5 5	28 15 0	- -	190 2 6	10 1 0
Littleport - - N.S.	400 0 0	July 17, 1847	4 14 4	26 5 0	- -	0 16 8	19 12 0
" - - "	64 13 4	Aug. 9, 1845					

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	Amount.	Date of Payment.					
CAMBRIDGESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
adingley - - N.S.	50 0 0	June 18, 1845					
arch - - - N.S.	- - -	- - -	2 8 0	- -	- -	62 16 8	
orden, Guilden - N.S.	150 0 0	May 30, 1850	3 15 0	34 10 0	- -	200 0 0	5 2 0
elbourn (Ayloffe's) Ch.S	90 0 0	April 29, 1834					
akington - - N.S.	*50 0 0	Dec. 22, 1838					
rer - - - N.S.	111 5 0	Sept. 21, 1844	1 19 0	- -	- -	151 14 2	
" - - -	4 16 8	July 20, 1847					
ickwillow - - N.S.	- - -	- - -	2 6 8½				
ampton - - N.S.	36 0 0	July 3, 1846					
wston - - N.S.	48 0 0	May 17, 1842					
elford, Great - N.S.	81 0 0	Nov. 6, 1843					
" - - "	40 0 0	Dec. 20, 1843					
" - - "	4 2 0	Oct. 2, 1842					
bam - - - N.S.	- - -	- - -	- -	2 10 0			
apleford - - N.S.	102 0 0	Oct. 30, 1847					
raffham-Bulbeck N.S.	54 0 0	Jan. 11, 1841					
ravesey - - N.S.	100 0 0	Dec. 6, 1842	- -	41 10 0	- -	300 16 8	6 12 0
" - - - "	5 0 0	Nov. 18, 1847					
" - - - "	123 0 0	Mar. 24, 1849					
horney Abbey - N.S.	- - -	- - -	2 18 4	150 8 4	35 0 0	305 4 2	
oft and Caldecote N.S.	*25 0 0	Jan. 3, 1835	1 15 4½	- -	- -	70 12 6	
rumpington - N.S.	60 0 0	Feb. 8, 1844	2 16 6	28 15 0	- -	98 10 0	21 9 0
" - - - "	48 10 0	Nov. 1, 1849					
" - - - "	18 0 0	Dec. 12, 1854					
rd, St. Giles' - N.S.	- - -	- - -	2 11 4				
aterbeach - - N.S.	- - -	- - -	1 15 2½				
Thittlesea, St. Mary's and St. Andrew's, N.S.	190 10 0	Feb. 22, 1851	6 0 1	54 1 8	- -	82 6 8	
"	200 0 0	Dec. 22, 1852					
Vilbraham, Little N.S.	82 10 0	May 23, 1850					
Vilburton - - N.S.	*29 0 0	Apr. 27, 1839					
" - - - "	216 0 0	Dec. 6, 1855					
Visbeach, St. Peter's N.S.	34 18 10	Nov. 5, 1853	3 13 3½	105 10 0	- -	300 0 0	
Visbeach - - B.S.	150 0 0	Oct. 24, 1840	5 14 6½	16 5 0	- -	130 10 0	
" - - - "	160 0 0	May 22, 1841					
" - - - "	21 13 4	Jan. 28, 1854					
" - - - "	37 0 0	Oct. 23, 1855					
Witchford - - N.S.	- - -	- - -	1 4 6½	- -	- -	5 0 0	
CHESHIRE.							
cton - - - N.S.	315 0 0	Apr. 11, 1843	11 10 9½	113 6 8	- -	911 13 9	55 19 0
" - - -	165 0 0	Apr. 2, 1850					
lderley, Over - N.S.	25 0 0	Sept. 26, 1842					
ltrincham and Bowdon Downs - B.S.	- - -	- - -	4 6 8½	29 10 0	- -	165 5 0	
ntrobus - - N.S.	50 0 0	Sept. 2, 1844	1 8 7				
rley, Middle - N.S.	- - -	- - -	3 6 8½	18 0 0			
stbury - - N.S.	116 0 0	Sept. 9, 1842	3 5 4½	105 1 8	- -	90 0 0	39 7 0
" - - -	150 0 0	Feb. 6, 1855					
ndlem - - N.S.	65 10 0	Nov. 2, 1846	- -	- -	- -	- - -	4 9 0
" - - - "	3 8 0	June 5, 1849					
ckford - - N.S.	100 0 0	Feb. 17, 1845					
rnton - - N.S.	226 0 0	Nov. 5, 1845	5 14 6½	- -	- -	149 10 0	17 14 0
rthomley - - N.S.	152 0 0	Mar. 9, 1849	- -	30 0 0			
bbington, Lower N.S.	*75 0 0	June 18, 1836	- -	15 0 0			
ckerton - - N.S.	45 0 0	Dec. 5, 1842					
" - - - "	30 0 0	Mar. 29, 1844					
" - - - "	1 8 0	Oct. 21, 1845					
dstone - - N.S.	*35 0 0	Feb. 23, 1839	2 6 8½	36 5 0			
" - - - "	55 0 0	Feb. 28, 1855					
irkenhead, Holy Trinity - - N.S.	300 0 0	Nov. 29, 1844	7 7 1½	161 13 4	- -	320 16 8	
" - - - "	120 0 0	Oct. 14, 1846					
" - - - "	56 0 0	Sept. 25, 1855					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Birkenhead, Trinity Ragged S.	400 0 0	Aug. 26, 1852					
„ - -	100 0 0	Sept. 21, 1852					
Birkenhead, St. Anne's, „ Boys, Girls, and Infants - - N.S.	262 0 0	Mar. 6, 1850	1 19 11½	6 5 0			
Birkenhead, St. John's, Boys, Girls, and Infants - - N.S.	480 0 0	Dec. 7, 1847	6 10 0	146 0 0	- -	265 6 8	
Birkenhead (Market Street), Boys - N.S.	- - -	- - -	1 10 10½				
Birkenhead (Argyle Street), Infants - N.S.	- - -	- - -	1 10 10½				
Birkenhead (Priory Street), Girls and Infants - - N.S.	- - -	- - -	2 7 7				
Birkenhead (Back Chester Street) - N.S.	- - -	- - -	1 1 3				
Bollington - - N.S.	*250 0 0	Oct. 16, 1839	11 19 7½	184 0 0	77 10 0	473 11 8	6 19 0
„ - - „	50 0 0	Dec. 17, 1852					
Bollington Cross - N.S.	241 0 0	Mar. 2, 1845	5 4 7½	12 7 6	- -	- - -	18 18 0
Bollington - - Wes.	- - -	- - -	6 8 5	6 12 6	- -	7 10 0	
Bowden - - N.S.	- - -	- - -	- -	13 0 0			
Bredbury, St. Mark's N.S.	322 10 0	Sept. 25, 1850	3 6 8				
Broken Cross - N.S.	59 0 0	Mar. 7, 1849					
Buglawton - - N.S.	230 0 0	Sept. 18, 1844	1 18 9½	49 10 0	- -	32 10 0	13 18 0
„ - -	3 0 0	May 25, 1853					
Carrington - - N.S.	- - -	- - -	2 0 0	114 2 6			
Cheadle - - - N.S.	*90 0 0	Dec. 20, 1837	2 10 0	52 10 0	- -	63 0 0	22 12 0
Chester, St. Oswald's Diocesan	- - -	- - -	4 16 0½	66 5 0	- -	184 10 0	
Chester, Grosvenor N.S.	- - -	- - -	4 3 4½	43 7 6	- -	57 18 4	
Chester, Model School -	- - -	- - -	6 18 2½	70 18 4	- -	158 11 8	
Chester, Ch. Ch. - N.S.	150 0 0	Feb. 12, 1842	6 10 3½	93 2 6	- -	193 6 8	
„ - - „	7 12 0	May 19, 1849					
Chester, St. Mary's N.S.	516 0 0	Sept. 16, 1847	7 16 11½	39 13 4	- -	70 13 4	
„ „ - „	4 13 0	June 22, 1848					
Chester, Diocesan Training S. - -	- - -	- - -	- -	22 18 4			
Christleton - - Par.	- - -	- - -	3 6 8	60 10 0	- -	52 10 0	18 6 0
Clutton - - N.S	*30 0 0	Jan. 27, 1838					
Coathrook - - N.S.	30 0 0	Feb. 12, 1848					
Congleton - - Wes.	- - -	- - -	2 2 0½	27 10 0	- -	22 10 0	
Congleton, St. James', Boys, Girls, & Infts. N.S.	300 0 0	Aug. 15, 1843	9 4 11½	68 1 8	55 0 0	407 5 0	
„ „ - „	12 5 0	June 15, 1849					
„ „ - „	52 1 8	May 4, 1852					
„ „ - „	4 0 0	Aug. 19, 1852					
Congleton, St. Peter's N.S.	- - -	- - -	5 9 0½	- -	- -	124 10 0	
Congleton, St. Stephen's - - N.S	367 0 0	July 31, 1849	6 0 6	- -	- -	22 18 4	
Coppenhall - - N.S.	36 0 0	Sept. 12, 1843					
Crewe - - - N.S.	- - -	- - -	3 6 5½	266 13 4	- -	1,242 7 6	73 4 0
Dane Bridge - N.S.	529 4 0	Mar. 16, 1855	1 16 4	7 10 0	- -	15 0 0	14 6 0
Davenham - - N.S.	- - -	- - -	1 14 9½	- -	- -	25 0 0	7 14 0
Delamere Forest - N.S.	150 0 0	Mar. 2, 1847	- -	4 2 6			
Dukinfield, St. Mark's, Boys, Girls, and Infants - - - N.S.	406 0 0	Feb. 23, 1848	3 19 11½	35 5 0	15 0 0	254 12 6	
„ „ - „	2 7 0	Aug. 12, 1848					
„ „ - „	42 0 0	Sept. 10, 1850					
„ „ - „	56 13 4	Dec. 17, 1855					
Dukinfield, St. John's N.S.	600 0 0	Mar. 4, 1845	7 1 9	116 13 4	- -	618 12 6	
Dukinfield, Factory B.S.	- - -	- - -	12 9 1	- -	- -	245 10 0	
Dukinfield, Moravian, Boys, Girls, and Infants - - B.S.	332 2 6	July 15, 1853	1 18 2	61 0 0	- -	172 10 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Dukinfield, St. Mark's, "Lower," Infant Sch.	113 0 0	Mar. 12, 1850					
Eastham - - N.S.	316 1 1	Jan. 19, 1855					
Ellesmere, Port - N.S.	45 0 0	June 18, 1845	- -	30 0 0	- -	- - -	3 5 0
Elworth - - N.S.	80 0 0	Mar. 26, 1849					
Faddiley - - N.S.	124 0 0	May 28, 1850	1 0 0				
Frodsham, Endowed, Boys, Gram. Sch.	4 9 4	Sept. 26, 1848	- -	83 10 0	- -	211 5 0	12 10 0
Frodsham, Girls - N.S.	*100 0 0	Jan. 5, 1837	3 1 4½				
" Infants "	73 10 0	May 5, 1852					
" Girls - "	26 0 0	June 24, 1852					
Godley-cum-Newton Green, Boys and Girls - - N.S.	456 0 0	Dec. 21, 1849	2 13 0½	- -	- -	79 3 4	
Grappenhall - N.S.	156 0 0	Nov. 30, 1846	5 15 11	114 5 0	- -	441 0 0	42 1 0
" - - "	12 0 0	Apr. 15, 1847					
" - - "	35 0 0	Aug. 15, 1851					
" - - "	45 0 0	Mar. 14, 1855					
Halton - - N.S.	- - -	- - -	- - -	14 0 0	- -	17 10 0	
Handforth - - N.S.	175 0 0	May 6, 1845	1 13 4	- -	- -	75 0 0	4 16 0
Hartford - - N.S.	*78 0 0	July 19, 1834					
Haslington - - N.S.	- - -	- - -	1 1 4½				
Helsby - - N.S.	100 0 0	Jan. 28, 1847	- -	- -	- -	- - -	5 6 0
Hollingworth - N.S.	222 0 0	Apr. 4, 1846					
Hoyle Lake, formerly called Hoose - N.S.	70 0 0	Oct. 23, 1844	3 16 2	4 3 4	- -	106 10 0	6 4 0
" " - "	9 8 6	Sept. 1, 1854					
" " - "	68 10 8	Nov. 8, 1854					
Hulme Walfield - N.S.	- - -	- - -	- - -	- - -	- -	- - -	6 7 0
Hurdsfield, Upper N.S.	400 0 0	Oct. 5, 1841	7 6 0½	56 7 6	50 0 0	200 8 4	
" " - "	50 0 0	Jan. 13, 1844					
" " - "	20 0 0	Oct. 31, 1845					
Hurdsfield, Lower, Infants - - N.S.	350 0 0	May 17, 1845	1 6 5	- -	- -	199 10 0	
" " - "	6 8 0	June 3, 1851					
Huxley - - N.S.	54 0 0	Apr. 26, 1851	1 10 0½				
Hyde - - N.S.	*300 0 0	May 18, 1836					
Kelsall, St. Philip's N.S.	60 0 0	Oct. 24, 1846	1 9 8½				
Kingsley, Boys, Girls, and Infants N.S.	120 0 0	Apr. 17, 1847					
" - "	59 5 0	Jan. 24, 1853					
Knutsford " - Par.	- - -	- - -	1 5 9½				
Latchford, Infant - N.S.	100 0 0	Dec. 17, 1844					
" " - "	15 16 0	Oct. 20, 1854					
Lawton, (Church,) Girls and Infants N.S.	105 0 0	Oct. 7, 1844	6 6 4½	- -	- -	433 15 0	24 2 0
Lawton, Boys - N.S.	- - -	- - -	0 18 8	31 5 0	- -	- - -	3 18 0
Lees - - - N.S.	*35 0 0	Sept. 13, 1839					
Leftwich, Infants - N.S.	45 0 0	Mar. 11, 1842					
Leighton and Minshull Vernon - N.S.	21 0 0	Aug. 26, 1846	4 2 2½	- -	- -	183 13 4	
" " - "	78 0 0	Jan. 24, 1850					
Liscard - - N.S.	150 0 0	Mar. 17, 1842	- -	49 16 8	- -	- - -	6 18 0
Liscard, St Alban's R.C.	- - -	- - -	2 13 4½	- -	- -	- - -	10 4 0
Lostock Gralam, Boys and Girls - N.S.	120 0 0	Mar. 11, 1852	2 0 9	40 0 0	- -	66 1 8	15 16 0
Lymm - - - N.S.	- - -	- - -	1 3 4	32 10 0	- -	32 10 0	10 0 0
Macclesfield, Ch. Ch. - - N.S.	200 0 0	Apr. 13, 1841	2 17 6½	116 16 8	- -	298 10 0	
" " - "	175 0 0	Feb. 11, 1846					
" " - "	14 0 0	Apr. 14, 1846					
Macclesfield, Ch. Ch. (Crompton Road) - - N.S.	232 0 0	Aug. 10, 1850					
Macclesfield, St. Peter's N.S.	405 0 0	Oct. 13, 1846					
Macclesfield, Old Church, or Town N.S.	34 0 0	July 24, 1846	5 16 8	157 10 0	44 11 8	295 10 0	
" " - "	20 0 0	Nov. 18, 1847					

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	Amount.	Date of Payment.					
CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Macclesfield, St. Paul's N.S.	417 0 0	Feb. 26, 1851	3 3 1½	36 5 0	- -	30 0 0	
Macclesfield, St. Alban's - - - R.C.	- - -	- - -	8 8 5½	- -	- -	122 0 0	
Malpas (Allport's Endowed) - Ch.S.	- - -	- - -	2 14 2	32 5 0	- -	18 6 8	
Marlston-cum-Lache N.S.	*20 0 0	Oct. 27, 1838					
Marple - - - N.S.	*160 0 0	Feb. 10, 1838	4 6 4	- -	- -	66 10 0	10 4 0
Marple (High Lane) N.S.	152 0 0	June 30, 1847	2 19 8½	- -	- -	- - -	22 3 0
Marton - - - N.S.	46 0 0	Mar. 10, 1843	0 15 2				
Middlewich - - N.S.	*70 0 0	Dec. 16, 1835	4 4 3½	30 9 2	- -	101 15 0	
" - - "	1,111 10 0	Mar. 15, 1855					
Middlewich " - - Wes.	- - -	- - -	- -	15 0 0			
Mossley - - - N.S.	250 0 0	Oct. 30, 1845	3 12 0	33 0 0			
Mottram-in-Longdendale - - N.S.	20 13 0	Nov. 8, 1853	8 6 8				
Moulton - - - N.S.	38 0 0	Feb. 2, 1843	0 13 1				
Nantwich - - N.S.	*240 0 0	May 26, 1838	10 7 9	118 10 10	- -	497 15 10	
" - - "	55 0 0	May 16, 1850					
" - - "	119 15 6	Dec. 19, 1855					
Nantwich - - Wes.	- - -	- - -	5 11 2¼	48 7 6	- -	439 3 4	
Newton-in-Mottram N.S.	500 0 0	Nov. 22, 1843					
" " - "	36 0 0	Apr. 12, 1847					
Neston - - - N.S.	- - -	- - -	2 13 4½	- -	- -	- - -	3 12 0
Norbury - - - N.S.	20 0 0	May 6, 1845	2 18 0¾	- -	- -	- - -	8 10 0
" - - "	61 0 0	Sept. 8, 1853					
" - - "	44 0 0	Apr. 11, 1855					
Northenden - - N.S.	40 0 0	July 26, 1841					
Northwich, Arley Green - - N.S.	- - -	- - -	- -	9 0 0			
Northwich - - Wes.	- - -	- - -	4 6 11¼	36 0 0	- -	232 0 0	23 10 0
Over - - - N.S.	- - -	- - -	- -	21 5 0	- -	- - -	0 18 0
Over Lane - - Wes.	- - -	- - -	4 15 6¾	36 5 0	- -	80 10 0	22 0 0
Oxton, Boys, Girls, and Infants - N.S.	517 6 8	Nov. 8, 1853	6 13 4½	58 15 0	42 10 0	31 10 0	9 18 0
" - - "	25 0 0	Sept. 10, 1855					
Penny Bridge - - N.S.	*70 0 0	Nov. 28, 1838					
Poynton - - - N.S.	- - -	- - -	9 4 7½	86 7 6	77 10 0	654 5 10	63 18 0
Rainow - - - N.S.	150 0 0	June 1, 1843	1 10 8½				
" - - "	20 0 0	Nov. 21, 1843					
Rudheath - - N.S.	- - -	- - -	1 2 11				
Runcorn - - N.S.	- - -	- - -	5 2 3¾	13 15 0	- -	103 0 0	
Runcorn, Holy Trinity - - N.S.	308 0 0	Aug. 10, 1848	10 3 4½	93 13 4	- -	382 11 8	
Runcorn - - Wes.	486 0 0	Feb. 27, 1849	12 1 1½	- -	- -	336 10 0	
Saltney-cum-Lache N.S.	22 0 0	Sept. 4, 1854	1 13 0½	20 12 6	- -	- - -	7 19 0
" - - "	40 0 0	Sept. 21, 1855					
Sandbach - - N.S.	250 0 0	Feb. 5, 1842	10 9 9	121 5 0	20 0 0	1,489 5 0	
" - - "	20 0 0	July 25, 1845					
" - - "	40 0 0	Oct. 26, 1848					
" - - "	180 10 0	Mar. 18, 1850					
Seacombe - - Wes.	- - -	- - -	2 13 4				
Shadow Moss - N.S.	*30 0 0	July 22, 1830					
Siddington and Capesthorne - N.S.	150 0 0	Mar. 10, 1843	3 7 6	123 6 8	34 3 4	220 5 0	10 12 0
Smallwood - - N.S.	100 0 0	July 18, 1846	1 4 3½	11 5 0	- -	- - -	9 2 0
" - - "	10 0 0	Feb. 15, 1855					
Staley, St. Paul's - N.S.	500 0 0	Aug. 10, 1843	5 6 1½	- -	- -	703 3 4	15 15 0
" " - "	100 0 0	Apr. 26, 1852					
Staley, Millbrook, St. Paul's - - N.S.	256 0 0	Aug. 30, 1848	1 17 1	- -	- -	75 12 6	
Staleybridge, Factory - - - B.S.	- - -	- - -	11 6 2¼	144 11 8	120 0 0	518 0 0	
Stockport - - R.C.	- - -	- - -	6 3 9	69 15 0	- -	416 19 0	
Stockport, St. Thomas' - - - N.S.	*560 0 0	Oct. 18, 1837	7 6 10	63 15 0	- -	442 5 0	
" " - "	*190 0 0	Dec. 6, 1837					
" " - "	11 10 0	Dec. 6, 1849					

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	Amount.	Date of Payment.					
CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stockport, St. Peter's N.S.	212 0 0	July 3, 1845					
" " - "	35 0 0	Aug. 14, 1846					
Stockport - - B.S.	250 0 0	Sept. 2, 1845	8 8 4	127 10 0	36 5 0	507 6 8	
Stretton - - N.S.	- - -	- - -	1 11 6	175 15 0	- -	226 13 4	13 0 0
Sutton, St. George's N.S.	250 0 0	Sept. 17, 1845	6 3 0½	- -	- -	124 10 0	
" " - "	13 6 8	Aug. 8, 1849					
Sutton, Higher, St. James', - - N.S.	150 0 0	July 5, 1841	- -	26 5 0			
Sutton, St. George's Chapel, Sunday and Infant - Ch. S.	*400 0 0	May 18, 1836					
Tarporley - - N.S.	304 0 0	Oct. 27, 1849	4 9 1½	4 3 4	- -	175 8 4	8 3 0
" - - "	20 0 0	Oct. 23, 1855					
Tarvin - - - N.S.	*77 0 0	June 10, 1840	1 10 6				
Tattenhall - - N.S.	500 0 0	Mar. 20, 1855	1 18 10½	- -	- -	- - -	11 16 0
Taxal and Fernilee N.S.	214 0 0	July 12, 1848	1 13 4½	75 0 0	- -	75 0 0	3 12 0
Tilston - - Ch. of E.	- - -	- - -	- - -	- -	- -	29 0 0	8 15 0
Tintwistle - - N.S.	*195 0 0	Nov. 27, 1839	3 19 2½	- -	- -	66 10 0	14 14 0
" - - "	100 0 0	Apr. 13, 1848					
" - - "	13 17 4	July 26, 1853					
Tintwistle - - B.S.	200 0 0	Dec. 30, 1840	6 12 5½	- -	- -	301 0 0	14 9 0
Tranmere, Limekiln Lane - Ch. S.	150 3 4	Jan. 25, 1854	- -	25 0 0			
Upton, St. Mary's - N.S.	70 0 0	July 25, 1843	1 13 4½	- -	- -	- - -	0 15 0
Utkinton - - N.S.	45 0 0	Feb. 5, 1845					
Weaverham - - N.S.	- - -	- - -	3 4 2	12 0 0	- -	- - -	6 13 0
Wharton - - N.S.	165 0 0	Oct. 18, 1847	3 7 3½	- -	- -	105 10 0	35 18 0
" - - "	39 18 6	June 28, 1848					
" - - "	33 0 0	May 17, 1855					
Wilmslow, The Oak (Styall) - - B.S.	- - -	- - -	- -	- -	- -	85 0 0	
Winsford - - N.S.	150 0 0	Nov. 4, 1846	- -	35 0 0	- -	- - -	25 14 0
Witton - - N.S.	26 0 0	Aug. 18, 1850	- -	139 17 6	- -	861 10 0	43 18 0
Woodbank - - N.S.	*30 0 0	Nov. 29, 1834					
Woodford - - N.S.	123 0 0	July 29, 1848	2 3 1½	66 0 0	- -	36 9 2	
Worleston - - N.S.	40 0 0	Sept. 8, 1853					
CORNWALL.							
Agnes, St. - - B.S.	*250 0 0	Dec. 23, 1839					
" - - "	126 10 0	Apr. 1, 1840					
Altarnum - - N.S.	*32 0 0	Sept. 20, 1837	1 0 11	- -	- -	52 10 0	6 14 0
Austell, St. - - N.S.	*150 0 0	June 10, 1837	1 0 4½	34 10 0	- -	193 10 0	
" - - "	16 19 6	Aug. 12, 1848					
Austell, St. - - B.S.	*100 0 0	July 25, 1835					
Baldiu - - N.S.	120 0 0	Sept. 20, 1848	1 0 0	32 10 0	- -	208 5 0	22 10 0
Blazey, St. - - N.S.	200 0 0	May 29, 1845					
" - - "	12 0 0	May 19, 1849					
Bodmin - - Wes.	- - -	- - -	3 19 9½	110 0 0	- -	177 10 0	
Boscastle - - N.S.	50 0 0	June 18, 1844	1 11 9	- -	- -	- - -	0 6 0
Bottoms, St. Levan's Wes.	228 0 0	Mar. 9, 1850	3 17 9½	- -	- -	100 0 0	3 14 6
Breage, St. - - N.S.	125 0 0	May 7, 1840	1 18 6½	59 16 8	- -	107 16 8	19 17 0
" - - "	30 0 0	Oct. 23, 1845					
" - - "	20 0 0	May 9, 1850					
Breward, St. - - N.S.	- - -	- - -	1 13 4	28 10 0	- -	- - -	1 1 0
Buryan, St. - - N.S.	34 17 2	Sept. 7, 1850	6 0 11	57 0 0	- -	118 5 0	
" - - "	6 13 6	May 25, 1853					
Callington - - N.S.	120 0 0	June 28, 1842					
Calstock - - N.S.	- - -	- - -	3 19 11				
Camborne - - N.S.	225 0 0	Sept. 20, 1845	2 4 6½	- -	- -	56 5 0	
" - - "	20 0 0	Nov. 7, 1848					
Camborne - - B.S.	*150 0 0	Nov. 18, 1835	8 9 10½	- -	- -	128 1 8	
Cardynham - - N.S.	*50 0 0	Mar. 6, 1839					
Camelford - - N.S.	200 0 0	May 16, 1854	2 16 0½	19 3 4	- -	15 0 0	7 9 0
Chacewater - - N.S.	150 0 0	Jan. 21, 1848	2 16 11½	32 10 0	- -	229 18 4	24 4 0
" - - "	20 0 0	Mar. 20, 1855					
Constantine - - B.S.	*70 0 0	Feb. 3, 1838	6 19 4½	20 16 8	- -	468 0 0	25 10 0
" - - "	38 13 4	Jan. 19, 1855					
" - - "	8 5 0	Nov. 21, 1855					

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	Amount.	Date of Payment.					
CORNWALL—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cornwall, Central (Truro) - - N.S.	- - -	- - -	7 13 10½	216 9 2	- -	932 0 0	
Creed, Boys - - Par.	166 10 0	Oct. 10, 1854					
Crowan - - N.S.	112 0 0	Dec. 23, 1845	1 13 3½	31 13 4	- -	300 13 4	8 10 0
Cubert - - Ch. of E.	- - -	- - -	1 5 0				
Cusgarne - - N.S.	60 0 0	Apr. 18, 1844					
Devoran - - N.S.	65 0 0	Oct. 14, 1847	- -	- -	- -	- - -	14 1 0
Devyock - - N.S.	80 0 0	May 23, 1845	2 7 5½	- -	- -	20 8 4	
" - - "	4 8 6	Aug. 12, 1846					
" - - "	34 0 0	Mar. 1, 1850					
Erth, St. - - N.S.	80 0 0	June 30, 1841	4 4 3½	119 10 0	- -	310 5 4	
" - - "	4 10 0	Nov. 29, 1843					
" - - "	20 0 0	Feb. 4, 1850					
" - - "	10 5 0	Oct. 25, 1835					
Ewe, St. - - N.S.	- - -	- - -	- -	112 0 0	- -	258 0 0	24 17 0
Falmouth - - B.S.	- - -	- - -	8 1 7½	97 12 6	26 13 4	815 13 4	
Feock, St. - - N.S.	65 0 0	Jan. 20, 1847	2 0 11	- -	- -	- - -	11 19 0
Gwennap (Church Town) - - N.S.	*42 0 0	May 30, 1840	3 12 2½	- -	- -	84 0 0	
" - - "	14 1 4	Apr. 14, 1851					
Hayle, Foundry, Day S.	- - -	- - -	3 6 8	- -	- -	6 5 0	
Helstone - - Wes.	- - -	- - -	1 3 1½	139 6 8	- -	113 15 0	
Hessenford, St. Anne's N.S.	2 6 0	Aug. 12, 1843	2 4 11½	- -	- -	267 10 0	
" " - "	7 17 8	Mar. 8, 1850					
Illogan, Boys and Girls - - - N.S.	81 0 0	Feb. 21, 1846	3 14 10½	152 15 10	- -	355 5 5	18 10 0
Ive, St. - - - N.S.	45 10 0	Mar. 13, 1843					
" - - "	20 0 0	Sept. 16, 1844					
Ives, St. " - - N.S.	300 0 0	June 10, 1847	2 5 11½				
Ives, St. - - Wes.	- - -	- - -	7 19 8½	160 18 4	15 0 0	391 0 0	
Just, St. - - Wes.	155 0 0	Nov. 26, 1849	- -	- -	- -	30 1 8	
Just, St. - - N.S.	193 0 0	July 3, 1848	3 4 0½	37 2 6	- -	145 5 0	
Kenwyn, St. George's N.S.	- - -	- - -	- -	39 0 0	- -	86 10 0	
Launcells - - N.S.	60 0 0	Feb. 1, 1844	1 1 1				
Launceston and St. Thomas' - - N.S.	*200 0 0	July 11, 1840	1 16 0	- -	- -	442 6 8	
" " - "	10 0 0	Sept. 1, 1849					
Launceston - - B.S.	*100 0 0	Jan. 14, 1837					
Lerrin - - - N.S.	120 0 0	Apr. 24, 1846	1 16 3½	- -	- -	- - -	6 5 0
Lewannick - - Wes.	- - -	- - -	1 13 4				
Lewtrenchard - N.S.	66 0 10	May 27, 1842					
Lezant - - - N.S.	70 0 0	Aug. 14, 1848	0 14 8				
Liskeard - - B.S.	*125 0 0	Feb. 18, 1835	2 3 0½	100 0 0	- -	597 15 10	
" - - "	3 5 4	Jan. 25, 1849					
Ludgvan - - N.S.	*90 0 0	Nov. 16, 1836					
Mabyn, St. - - N.S.	110 0 0	Feb. 10, 1847					
Marazion, (Sir C. Coles) - - - B.S.	- - -	- - -	- -	20 16 8	- -	24 3 4	
Menheniot - - N.S.	- - -	- - -	- -	5 16 8	- -	15 0 0	13 13 6
Merrymeet - - N.S.	50 0 0	Oct. 23, 1846	- -	- -	- -	- - -	16 15 0
Morwinstow - - N.S.	70 0 0	Jan. 22, 1845					
Mousehole - - Wes.	243 0 0	Aug. 15, 1848	10 14 0½	21 5 0	- -	383 16 8	19 6 0
" - - "	19 13 4	July 12, 1851					
" - - "	7 16 8	May 25, 1853					
Mylor Bridge - N.S.	- - -	- - -	8 11 3½	31 0 0	- -	486 11 8	14 11 0
Pelynt - - - N.S.	75 0 0	Oct. 4, 1843					
Pendeen - - N.S.	241 10 0	Dec. 2, 1851	5 0 3	- -	- -	10 0 0	
Penrose - - Ch. of E.	- - -	- - -	- -	2 15 0			
Penryn - - - N.S.	*150 0 0	Apr. 21, 1838	3 18 3½	- -	- -	294 10 0	
Penryn - - - Wes.	144 0 0	Aug. 6, 1850	8 6 11½	6 5 0	- -	235 5 0	
" - - "	83 0 0	Sept. 27, 1855					
Penzance - - N.S.	*340 0 0	Oct. 3, 1835					
Penzance - - Wes.	- - -	- - -	9 10 4	31 2 6	- -	431 6 8	
Perranzabuloe - N.S.	90 0 0	Nov. 8, 1844	2 3 1				
Polruan - - N.S.	80 0 0	Sept. 12, 1843	1 12 6½	- -	- -	65 0 0	
" - - "	5 14 0	Jan. 29, 1849					
Pool, Trevenson - N.S.	81 0 0	July 28, 1846	7 7 2½	65 6 8	- -	267 10 0	10 15 0
Porthleven - - N.S.	81 0 0	Mar. 4, 1846	- -	- -	- -	17 10 0	

and ation of ol.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
L—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
- - N.S.	*32 0 0	June 27, 1840	0 16 5½				
- - N.S.	- - -	- - -	8 7 6½	37 2 6	- -	220 10 0	
- - N.S.	91 10 0	Apr. 28, 1842					
- - N.S.	140 0 0	Nov. 25, 1844	1 5 4				
- - "	50 0 0	Aug. 25, 1845					
t. Mary's N.S.	- - -	- - -	- -	7 10 0	- -	276 15 0	11 0 0
and, Boys, fants - N.S.	250 0 0	May 5, 1853	2 11 3	11 5 0	- -	110 10 0	25 8 0
- "	15 0 0	Feb. 16, 1854					
- "	9 0 0	July 31, 1855					
- - N.S.	180 0 0	June 7, 1849	2 10 1	- -	- -	171 0 0	13 1 0
- - N.S.	119 0 0	Feb. 20, 1849	1 13 4½				
- - N.S.	143 3 10	May 21, 1855	1 0 7				
) - N.S.	- - -	- - -	- -	30 0 0	- -	226 17 6	5 4 0
- - N.S.	- - -	- - -	2 0 9½	141 0 0	- -	404 0 0	33 10 0
r's - N.S.	*120 0 0	July 27, 1836	2 11 8½	- -	- -	227 10 0	
Girls, - B.S.	*300 0 0	June 1, 1839	20 10 8	100 0 0	- -	1,229 13 4	
All - - N.S.	120 0 0	Nov. 13, 1846	3 14 10½	- -	- -	142 6 8	14 7 0
- - N.S.	150 0 0	Oct. 14, 1842	2 7 10	81 13 4	- -	15 0 0	18 12 0
- - "	30 0 0	Mar. 13, 1849					
- - Wes.	- - -	- - -	4 0 0½	- -	- -	31 10 0	16 3 0
- - N.S.	*30 0 0	Jan. 18, 1837					
- - N.S.	*90 0 0	Dec. 13, 1837					
- - N.S.	60 0 0	July 16, 1841					
LAND.							
- - B.S.	100 0 0	Nov. 20, 1841					
- - Ch.S.	199 0 0	Aug. 3, 1855					
- - N.S.	75 0 0	Mar. 25, 1844	2 2 1½	21 13 4	- -	221 0 10	5 15 0
- - "	70 0 0	Dec. 19, 1845					
- - "	22 7 6	Mar. 18, 1852					
- - "	25 0 0	Mar. 2, 1854					
- - "	7 10 0	Mar. 2, 1854					
- - N.S.	15 0 0	Mar 11, 1854	4 10 9½	45 0 0	- -	66 10 0	19 17 0
- - N.S.	264 0 0	Aug. 3, 1854	1 2 5				
- - N.S.	- - -	- - -	3 4 0				
- - N.S.	- - -	- - -	3 5 3	114 7 6	- -	259 0 0	11 7 0
- - N.S.	- - -	- - -	2 6 1½	11 5 0	- -	137 7 6	
reat - N.S.	112 10 0	Dec. 27, 1847					
Faw- - - N.S.	334 0 0	Apr. 19, 1851	11 10 7½	105 15 0	- -	285 17 6	
- "	18 6 4	Jan. 18, 1853					
- - B.S.	*300 0 0	Feb. 11, 1835	6 12 7½	126 15 0	- -	537 13 4	
- "	54 0 0	June 15, 1855					
h. - N.S.	165 0 0	Dec. 9, 1842	5 2 0	60 0 0	25 0 0	473 0 0	
- "	100 0 0	Sept. 6, 1847					
- "	60 0 0	Nov. 11, 1853					
ocean - - N.S.	- - -	- - -	6 13 4	78 1 8	- -	375 3 4	
Tri- - - N.S.	145 10 0	Feb. 23, 1843	5 0 0	18 8 4	- -	597 8 6	
- - "	25 0 0	Dec. 18, 1845					
- - "	26 0 0	July 12, 1852					
brick's E.C.	- 64 0 10	Feb. 26, 1855	4 3 4	13 15 0	- -	40 10 0	
- - N.S.	- - -	- - -	- -	20 12 6			
- - B.S.	- - -	- - -	2 17 4				
- - N.S.	170 0 0	June 17, 1845	6 0 7½	105 5 0	- -	334 13 4	
- - "	81 15 0	Jan. 25, 1855					
- - "	38 3 0	Apr. 25, 1855					
- - Ch.S.	97 10 0	Feb. 16, 1855					
en - N.S.	66 10 0	Jan. 4, 1845	1 19 4½	11 5 0			
- - "	50 0 0	Aug. 1, 1846					
- - "	22 13 4	May 23, 1854					
- - N.S.	- - -	- - -	3 4 6	33 0 0	- -	- - -	2 0 0
Free chool -	- - -	- - -	- -	- -	- -	52 10 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
CUMBERLAND—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cumrew - - N.S.	50 0 0	Jan. 7, 1846	1 3 4				
" - -	57 0 0	Sept. 9, 1846					
Dacre - - - N.S.	*40 0 0	Dec. 14, 1836					
Dovenby - - N.S.	100 0 0	Dec. 23, 1845					
Drumburgh - - N.S.	*45 0 0	Apr. 5, 1836	2 7 8½				
Fingland - - N.S.	*30 0 0	June 23, 1838					
Frizington - - N.S.	*25 0 0	Jan. 23, 1839					
Garrygill Gate - B.S.	- - -	- - -	2 13 4				
Greystoke - - N.S.	- - -	- - -	2 17 3½	- -	- -	98 6 8	
Hensingham - - N.S.	- - -	- - -	- -	- -	- -	- - -	7 8 0
Holmhead - - B.S.	- - -	- - -	- -	47 10 0	- -	251 8 4	
Hutton Mar - Ch. of E.	- - -	- - -	- -	19 5 0			
Ive Gill - - - B.S.	30 0 0	Feb. 8, 1840					
Keswick, St. John's N.S.	- - -	- - -	- -	- -	- -	109 10 0	8 5 9
Leadgate-in-Alston N.S.	- - -	- - -	2 1 8	7 10 0	- -	90 4 2	7 7 9
Maryport - - N.S.	396 0 0	Dec. 22, 1848	2 0 5½	37 10 0	- -	62 5 0	
" - - "	20 0 0	Apr. 27, 1853					
" - - "	30 10 0	June 28, 1855					
Maryport - - B.S.	100 0 0	May 19, 1846	3 12 8	120 0 0	- -	246 3 4	
" - - "	15 0 0	Mar. 23, 1849					
Mowbray - - N.S.	70 0 0	Mar. 7, 1845					
Newby - - N.S.	50 0 0	June 21, 1853					
Newlands - - N.S.	- - -	- - -	1 0 0½				
Penrith - - N.S.	- - -	- - -	- -	18 8 4	- -	44 0 0	
Penrith, Boys and Girls - - - Wes.	234 15 0	Sept. 24, 1852	5 17 11½	100 0 0	- -	284 18 4	
Penrith - - B.S.	200 0 0	May 2, 1848	3 6 8	- -	- -	209 5 0	
Scaleby - - N.S.	40 0 0	Feb. 22, 1847					
Shaddon Works, Ch. of E.	- - -	- - -	- -	17 5 0			
Stanwix, Boys, Girls, and Infants - N.S.	*55 0 0	Apr. 3, 1839	9 10 11½	88 1 8	- -	782 15 0	38 18 0
" " - "	100 0 0	May 10, 1844					
" " - "	55 0 0	Jan. 27, 1845					
" " - "	19 18 8	June 22, 1848					
" " - "	25 0 0	Oct. 24, 1849					
" " - "	45 0 0	Nov. 12, 1849					
" " - "	13 6 8	Jan. 29, 1851					
" " - "	49 10 0	Sept. 8, 1853					
Thursby, Endowed N.S.	- - -	- - -	2 9 11				
Uldale, Grammar Sch.	- - -	- - -	2 10 8				
Upperby - - N.S.	174 0 0	June 8, 1854					
Wetheral, Village Ch. S.	90 0 0	May 9, 1855	2 6 8½				
Whitehaven, Trinity, Boys and Girls - N.S.	*200 0 0	Mar. 1, 1837	8 13 2½	149 10 0	- -	473 1 8	
" " - "	75 0 0	May 17, 1848					
" " - "	206 6 8	Aug. 11, 1852					
Whitehaven, St. Mary's - - R.C.	- - -	- - -	- -	14 6 8			
Whitehaven, St. Nicholas', Infants - N.S.	213 0 0	June 15, 1847					
Whitehaven - - P.U.	- - -	- - -	- -	- -	- -	56 10 0	
Whitehaven, Boys and Girls - - R.C.	- - -	- - -	7 10 0½				
Wigton - - - B.S.	*210 0 0	July 29, 1834					
Wigton - - - N.S.	- - -	- - -	5 2 4	- -	- -	63 0 0	
Wigton, St. Cuthbert's - - - R.C.	- - -	- - -	2 10 0½	24 3 4	- -	- - -	2 7 0
Wreay - - - N.S.	- - -	- - -	1 15 4½	18 6 8			
DERBYSHIRE.							
Alfreton - - N.S.	350 0 0	July 18, 1848	1 17 0½	17 17 6	- -	111 5 0	8 9 0
Alkmonton - - N.S.	- - -	- - -	- -	- -	- -	- - -	1 3 0
Allestree - - N.S.	- - -	- - -	3 0 0				
Ashbourne - - N.S.	- - -	- - -	4 19 5	24 0 0	- -	177 10 0	5 12 0
Aston-on-Trent - N.S.	54 0 0	Oct. 22, 1845					
Bakewell - - N.S.	137 5 0	Dec. 4, 1848	- -	- -	- -	- - -	0 15 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
DERBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bamford - - N.S.	62 10 0	June 28, 1842	1 1 3½				
Baslow, Ch. Ch. - N.S.	- - -	- - -	2 13 11½	15 0 0	- -	90 16 8	
Beighton and Hockenthorpe - - N.S.	367 0 0	Apr. 19, 1855					
Belper - - - P.U.	- - -	- - -	- - -	- - -	- -	62 10 0	
Belper - - - Wes.	- - -	- - -	5 11 8	141 13 4	- -	232 10 0	
Belper, Boys and Girls - - - N.S.	536 0 0	Nov. 16, 1849	9 9 7½	95 0 0	- -	317 0 0	
Biggin, St. Thomas' N.S.	130 0 0	July 11, 1849	3 15 7				
Bolsover - - N.S.	40 0 0	Feb. 7, 1845	1 0 9½	- - -	- - -	- - -	3 0 0
" - - "	70 0 0	July 14, 1848					
Borrowash, Infants N.S.	- - -	- - -	2 16 1	- - -	- - -	90 12 6	
Boylestone - - N.S.	90 0 0	May 13, 1846	0 15 0	- - -	- - -	7 10 0	
" - - "	3 18 6	Nov. 20, 1847					
Brackenfield - N.S.	70 0 0	Nov. 25, 1845					
" - - "	35 0 0	Sept. 24, 1847					
" - - "	4 4 0	Sept. 24, 1847					
" - - "	13 13 0	Mar. 29, 1855					
Bradford - - N.S.	- - -	- - -	1 1 1½	91 3 4	- -	163 0 0	
Brampton, St. Thomas' - - N.S.	- - -	- - -	- - -	- - -	- -	10 0 0	
Brimington - - N.S.	75 0 0	Apr. 2, 1841	- -	16 10 0			
" - - "	3 0 0	Feb. 8, 1847					
Broughton, Church - N.S.	- - -	- - -	1 9 0				
Buxton, Infants - N.S.	- - -	- - -	2 14 11½	- - -	- -	32 10 0	
Buxton - - Wes.	92 10 0	June 17, 1851	2 3 4½				
Castleton - - N.S.	- - -	- - -	- - -	30 0 0	- -	- - -	7 8 0
Chapel-en-le-Frith N.S.	*105 0 0	July 25, 1840	3 16 2	35 5 0	- -	243 13 4	6 15 0
" " - "	8 17 0	July 20, 1847					
" " - "	17 0 0	Oct. 4, 1853					
Charlesworth - B.S.	- - -	- - -	- - -	- - -	- -	104 10 0	22 17 0
Charlesworth - N.S.	250 0 0	Feb. 6, 1851 -	3 8 7½	59 13 4	- -	32 10 0	
Chesterfield, Victoria - - N.S.	160 0 0	May 8, 1848	2 3 3	94 10 0	- -	304 8 4	
" - "	30 0 0	May 15, 1855					
Chesterfield, Old - N.S.	50 0 0	Aug. 10, 1847					
Chinley - - B.S.	*40 0 0	Aug. 22, 1855					
Codnor and Loscoe N.S.	67 0 0	Aug. 19, 1842	2 6 2				
Crich - - - N.S.	230 0 0	Oct. 19, 1848	2 0 8	22 10 0	- -	- - -	2 1 0
Derby - - - B.S.	450 0 0	Aug. 5, 1844	14 7 2½	122 3 4	- -	967 3 4	
Derby, All Saints', Boys, Girls, and Infants N.S.	*100 0 0	Oct 25, 1837	6 4 10½	64 10 0	- -	132 10 10	
" " - "	10 14 6	Apr. 14, 1848					
" " - "	311 0 0	Mar. 29, 1852					
Derby, Ch. Ch., Boys and Girls - - N.S.	250 0 0	Dec. 17, 1852	6 2 7½	42 12 6	- -	126 11 8	
Derby, Curzon Street N.S.	355 0 0	Nov. 9, 1842	23 13 2½	189 7 6	- -	1,132 13 4	
" " - "	40 0 0	Aug 21, 1845					
" " - "	12 0 0	Sept. 5, 1846					
" " - "	2 10 0	Nov. 18, 1847					
" " - "	20 0 0	June 15, 1849					
" " - "	13 6 8	May 9, 1850					
" " - "	7 0 0	July 12, 1851					
" " - "	8 19 0	Dec. 28, 1853					
Derby, Diocesan Board -	- - -	- - -	12 4 11				
Derby (Lichfield Diocesan) Training -	- - -	- - -	- -	70 0 0			
Derby, Holy Trinity, Boys and Girls - N.S.	250 0 0	May 1841 -	27 7 10½	127 10 0	90 0 0	1,703 6 8	
" " - "	306 0 0	July 11, 1851					
" " - "	70 0 0	Nov. 25, 1853					
Derby, King Street, Wes.	- - -	- - -	4 1 8½	39 8 4	- -	17 10 0	
Derby, Practising School	277 0 0	Jan. 25, 1855	4 3 4½	16 5 0			
Derby, St. Alkmund's N.S.	211 0 0	Mar. 18, 1853	10 0 0	46 9 2	- -	85 15 0	
Derby, St. Joseph's R.C.	- - -	- - -	7 14 8	- - -	- -	278 0 0	
Derby, St. Mary's - R.C.	- - -	- - -	- - -	46 11 8	- -	37 10 0	
Derby, St. Michael's N.S.	- - -	- - -	3 9 3	17 8 4	- -	26 5 0	
Derby, St. Paul's - N.S.	234 10 0	July 1, 1852	2 10 0	11 13 4	- -	- - -	26 16 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
DERBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Derby, St. Peter's (Bag Lane), Infts. N.S.	*85 0 0	Feb. 1, 1840	1 12 5½	- -	- -	118 10 0	
Derby, St. Peter's (Devonshire Street), Girls - - N.S.	*125 0 0	May 8, 1839	4 13 6½	- -	- -	30 8 4	
Derby, St. Peter's (Siddall's Lane), Infants - - N.S.	*a*160 0 0	Nov. 22, 1834	2 13 5				
Derby, St. Peter's (Traffic Street), Boys - - - N.S.	*b*124 0 0	Apr. 29, 1847	5 16 8	- -	- -	255 15 0	
Dore - - - N.S.	20 0 0	Feb. 23, 1846	1 14 1½				
Doveridge, Girls - N.S.	- - -	- - -	- - -	- -	- -	131 10 0	
Draycott and Wilne, Par.	396 0 0	Dec. 6, 1854	4 18 2	3 15 0			
Duffield, Endowed N.S.	21 0 0	Apr. 23, 1855	0 17 4½	10 0 0			
Eaton, Little - N.S.	50 0 0	Dec. 1, 1842	5 16 5½	93 6 8	- -	187 5 10	81 3 0
" - - - "	15 0 0	May 19, 1849					
" - - - "	20 0 0	Sept. 1, 1849					
Eaton, Long - - N.S.	- - -	- - -	3 1 8				
Edale - - N.S.	- - -	- - -	1 2 10				
Edensor - - N.S.	- - -	- - -	2 16 10	93 16 8	- -	171 13 4	
Eyam - - - N.S.	- - -	- - -	1 1 4½				
Glossop - - B.S.	*c*225 0 0	Nov. 30, 1836					
Glossop (Duke of Norfolk's) - - - B.S.	- - -	- - -	5 11 7				
Hadfield - - Wes.	- - -	- - -	2 6 3½	27 10 0	- -	- - -	13 17 0
Hardwick - - N.S.	- - -	- - -	- -	15 0 0	- -	- - -	2 2 0
Hathersage - - N.S.	- - -	- - -	2 10 0	- -	- -	102 10 0	3 0 0
Hathersage - - Wes.	- - -	- - -	1 3 10	12 0 0			
Hayfield - - N.S.	*116 0 0	Mar. 9, 1839					
Hazlewood - - R.C.	- - -	- - -	1 11 7	29 6 8	- -	79 11 8	
Hazlewood - - N.S.	69 0 0	June 16, 1846	1 1 2½	- -	- -	- - -	2 8 0
Heage - - - N.S.	68 0 0	Sept. 1, 1841					
" - - - "	1 16 4	Oct. 2, 1846					
Heanor - - - N.S.	220 0 0	Nov. 16, 1848	4 17 2½	17 5 0	- -	31 10 0	4 13 0
Horsley, Endowed N.S.	24 13 4	Oct. 22, 1849	3 6 1½				
Hulland - - N.S.	- - -	- - -	1 17 8½	- -	- -	- - -	3 12 0
Ilkeston, Boys and Girls N.S.	4 3 0	Nov. 18, 1847	3 14 0½	75 17 6	- -	251 19 2	25 16 0
	131 5 0	July 4, 1851					
Ilkeston - - B.S.	200 0 0	Sept. 14, 1846	4 6 8	- -	- -	96 0 0	13 1 0
Ironville, Boys, Girls, and Infants - N.S.	400 0 0	Mar. 13, 1852	8 0 0½	68 3 4	- -	129 10 0	46 9 0
Kniveton - - N.S.	53 0 0	Mar. 14, 1849					
Langley, Kirk - N.S.	40 0 0	Aug. 9, 1845					
" - - - "	5 9 10	Sept. 14, 1847					
Lea, Public School -	- - -	- - -	- - -	- -	- -	- - -	4 10 0
Littleover - - N.S.	70 0 0	Nov. 10, 1845					
Longford - - N.S.	- - -	- - -	- -	49 10 0	- -	10 0 0	8 9 0
Matlock Bath, Boys and Girls - - N.S.	205 0 0	May 27, 1854					
Measham - - N.S.	*20 0 0	Oct. 18, 1837	5 12 8	105 0 0	- -	327 16 8	5 17 0
" - - - "	60 0 0	Feb. 3, 1847					
" - - - "	28 0 0	Oct. 18, 1851					
" - - - "	57 6 6	Feb. 17, 1855					
Melbourne - - N.S.	- - -	- - -	3 15 3½	50 10 0	- -	83 0 0	11 2 0
Mickleover - Ch.S.	- - -	- - -	1 0 8½				
Middleton - - N.S.	75 0 0	July 28, 1846					
Middleton, Stoney N.S.	- - -	- - -	- -	33 0 0			
Milford - - - B.S.	- - -	- - -	15 8 5	66 5 0	55 0 0	730 0 0	57 4 0
Monyash - - N.S.	- - -	- - -	1 0 1	- -	- -	- - -	1 13 0
Morley - - - N.S.	17 1 9	Dec. 29, 1850	1 13 4				
Newhall - - N.S.	- - -	- - -	- -	20 0 0	- -	26 13 4	
Newmills - - N.S.	300 0 0	Oct. 17, 1846					
Newmills - - Wes.	- - -	- - -	3 13 4½	45 0 0	- -	2 10 0	16 15 0

a For Siddal's Lane and Traffic Street schools.
b For repairing Bag Lane, Siddal's Lane, Devonshire Street, and Traffic Street schools.
c School pulled down, and part of proceeds of sale of material, with interest, (165*l.* 8*s.* 1*d.*,) repaid to Lords of Her Majesty's Treasury.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
DERBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Normanton, South N.S.	*64 0 0	Nov. 9, 1839	- - -	14 3 4			
Normanton, Ch. of Eng.	- - -	- - -	- - -				
Norton, Greenhill - N.S.	46 0 0	May 28, 1844	0 12 6½				
Ockbrooke - - N.S.	200 0 0	Jan. 28, 1850	3 1 8	- - -	- - -	200 0 10	7 4 0
" - - "	11 0 0	Nov. 21, 1855					
Osmaston - - N.S.	- - -	- - -	5 3 4½	41 15 0	- - -	254 5 0	
Ravenstone - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	2 16 0
Riddings - - N.S.	345 0 0	Aug. 12, 1845	3 3 3	61 10 0	- - -	60 0 0	3 6 0
Ridgway - - N.S.	*80 0 0	Sept. 27, 1837	1 10 0½	- - -	- - -	- - -	2 5 0
Ripley - - Wes.	- - -	- - -	4 3 4	- - -	- - -	32 10 0	
Ripley - - N.S.	- - -	- - -	3 16 9½	138 0 0	- - -	239 10 0	
Scropton - - N.S.	80 0 0	Jan. 3, 1853	- - -	- - -	- - -	- - -	0 15 0
Shardlow - - Par.	- - -	- - -	3 9 6¼	72 0 0	- - -	200 2 6	23 11 0
Shirebrook - - N.S.	83 5 0	Nov. 30, 1852					
Shirland - - N.S.	133 10 0	Aug. 20, 1851	2 3 4	35 0 0	- - -	15 0 0	
Shirley - - - N.S.	62 0 0	Nov. 28, 1845	1 2 6½	19 5 0	- - -	44 7 6	7 16 0
" - - - "	8 14 8	Sept. 5, 1846					
Smalley - - - N.S.	35 0 0	Apr. 3, 1848	4 3 7½	136 10 0	- - -	235 13 4	2 6 0
" - - - "	133 0 0	Sept. 28, 1848					
Speak-Hill, Mount St. Mary's - - R.C.	- - -	- - -	3 16 2	17 18 0	- - -	5 0 0	15 9 0
Spondon - - N.S.	183 0 0	June 20, 1840	- - -	- - -	- - -	113 6 8	
Stanton-by-Dale, Boys, Girls, and Infants - - N.S.	263 0 0	June 17, 1854	1 17 7½	- - -	- - -	- - -	17 19 0
Stapenhill, Boys and Girls - - N.S.	- - -	- - -	2 17 6½	18 8 4	- - -	32 10 0	3 13 0
Staveley - - N.S.	200 0 0	May 10, 1844					
Sudbury (Lady Vernon's) - - - N.S.	- - -	- - -	- - -	118 13 4	- - -	272 17 6	
Tansley, Boys, Girls, and Infants - - N.S.	60 0 0	June 8, 1842	1 0 0½	- - -	- - -	- - -	17 1 0
" - - - "	1 2 4	Feb. 8, 1847					
" - - - "	60 0 0	Aug. 28, 1849					
Tideswell - - N.S.	235 0 0	Feb. 25, 1847					
" - - "	50 0 0	Apr. 9, 1850					
Turnditch - - N.S.	75 0 0	May 19, 1847					
Whitfield - - N.S.	300 0 0	Apr. 28, 1848	5 0 0				
Whittington, End. - Par.	144 0 0	July 23, 1849	3 13 7½				
Willington - - N.S.	- - -	- - -	2 0 0				
Wirksworth, Boys, Girls, and Infants N.S.	234 0 0	Dec. 15, 1852	5 2 8	- - -	- - -	- - -	9 19 0
Yeaveley - - N.S.	26 10 0	March 1842					
" - - "	52 0 0	Jan. 9, 1847					
DEVONSHIRE.							
Appledore - - N.S.	131 0 0	May 15, 1844	2 0 0½	- - -	- - -	299 5 0	
" - - "	2 0 0	Apr. 6, 1845					
" - - "	6 6 8	Mar. 31, 1852					
Ashburton, Infants N.S.	*38 0 0	Nov. 24, 1838					
Ashton - - N.S.	*87 0 0	Jan. 23, 1839	- - -	- - -	- - -	- - -	3 10 0
Awliscombe - - N.S.	*36 0 0	Nov. 7, 1840					
Axminster - - N.S.	158 0 0	Aug. 6, 1850	4 13 5½	49 10 0	- - -	412 10 0	35 0 0
Axmouth - - N.S.	8 11 4	Mar. 31, 1853	1 17 6	43 15 0	- - -	40 0 0	19 1 0
Barnstaple, Boys, Girls, and Infants N.S.	*100 0 0	July 29, 1835	- - -	39 8 4	- - -	189 18 4	
Barnstaple (Boys), Endowed, Blue-coat N.S.	- - -	- - -	- - -	- - -	- - -	92 6 8	
Barnstaple, Holy Trinity, Boys and Girls - - N.S.	345 0 0	Mar. 9, 1849	7 0 0	- - -	- - -	70 16 0	
Barnstaple - - Wes.	- - -	- - -	7 14 8½	63 7 6	- - -	63 0 0	
Bearworthy - - N.S.	*25 0 0	Dec. 17, 1834					
Berryn Arbor - N.S.	125 0 0	Nov. 20, 1848	1 4 2				
Bickleigh - - N.S.	55 0 0	June 28, 1842					
" - - "	4 13 4	Dec. 19, 1853					
Bideford, Longbridge N.S.	125 0 0	Jan. 18, 1849	3 5 9¼	50 0 0	- - -	404 3 4	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bideford- - - B.S.	*240 0 0	Jan. 14, 1837	8 14 11½	69 12 6	30 0 0	476 3 4	
Bishopsteignton - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	11 8 0
Blackawton - - N.S.	*37 0 0	Aug. 13, 1836					
Bovey Tracey - N.S.	*87 0 0	Feb. 7, 1835	2 13 11	- -	- -	3 15 0	
Bradninch - - N.S.	*99 0 0	Dec. 26, 1838					
" - - "	25 0 0	June 10, 1850					
" - - "	27 18 0	Sept. 15, 1855					
Bratton Clovelly - N.S.	*65 0 0	Aug. 18, 1838	1 6 4				
Bratton Fleming - N.S.	65 0 0	Apr. 2, 1841	- -	- -	- -	- - -	6 0 0
Brixham, Endowed Ch.S.	50 0 0	Aug. 15, 1854	4 10 0½	20 12 6	- -	134 10 0	
Brixham, Infant - N.S.	- - -	- - -	- - -	- -	- -	23 6 8	
Buckfastleigh - N.S.	189 0 0	May 13, 1842					
Buckfastleigh - B.S.	*170 0 0	Dec. 30, 1835					
Buckland (Egg) - N.S.	133 0 0	Aug. 16, 1848					
Buckland, West - N.S.	70 0 0	Oct. 14, 1846	- -	- -	- -	- - -	6 19 0
" " - "	20 0 0	July 20, 1847					
" " - "	20 0 0	July 18, 1854					
Budeaux, St. - N.S.	*40 0 0	May 3, 1837					
Butterleigh - N.S.	26 0 0	Jan. 1, 1844					
Cadeleigh - N.S.	40 0 0	June 7, 1842					
Castle Hill - N.S.	- - -	- - -	- - -	6 5 0	- -	6 5 0	
Chagford - Par.	- - -	- - -	2 2 0½	- -	- -	18 6 8	10 6 0
Cheriton, Bishop - N.S.	*25 0 0	Apr. 21, 1838					
Chittlehampton - N.S.	- - -	- - -	1 13 4½	- -	- -	100 0 0	
Chumleigh - - B.S.	*50 0 0	Apr. 27, 1836					
Colebrooke - - N.S.	*140 0 0	Feb. 7, 1835					
Collumpton - - N.S.	21 0 0	May 21, 1853	4 13 10½				
Colyton - - - N.S.	*92 0 0	Nov. 30, 1836					
Colyton Rawleigh - N.S.	60 0 0	Jan. 20, 1841					
Combmartin - N.S.	104 15 6	Apr. 1, 1854	4 12 11½	- -	- -	46 5 0	13 0 0
Countess Wear, Mixed - - N.S.	100 0 0	Aug. 12, 1854					
Culmstock - - N.S.	*70 0 0	Apr. 18, 1840					
Dawlish - - - N.S.	- - -	- - -	- -	- -	- -	161 6 8	21 6 0
Devon and Exeter, Central, Boys and Girls - - - N.S.	- - -	- - -	12 4 2½	176 16 8	- -	571 10 0	
Devonport, St. Stephen's - - - N.S.	- - -	- - -	3 2 10	77 7 6	- -	189 0 0	
Devonport, St. James', Boys - N.S.	- - -	- - -	4 15 10	78 10 0	- -	285 15 0	
Devonport, St. Mary's - - N.S.	- - -	- - -	- -	31 12 6	- -	47 15 0	
Devonport, Royal Naval and Military Free - - B.S.	653 0 0	Jan. 9, 1849	11 1 6½	68 10 0	- -	635 15 0	
" " - "	250 0 0	Jan. 30, 1854					
Dittisham, Boys, Girls, and Infants - N.S.	75 0 0	Apr. 2, 1844	1 3 7	- -	- -	56 5 0	
" - - "	17 10 0	Mar. 23, 1847					
Down, West - - N.S.	50 0 0	Aug. 13, 1842					
Drewsteignton, Boys N.S.	- - -	- - -	2 3 11½	- -	- -	91 13 4	
Elmore - - - B.S.	- - -	- - -	7 14 2	11 0 0	- -	544 10 10	
Ermington - - N.S.	69 10 0	Dec. 22, 1841	1 8 0½				
" - - "	75 0 0	July 1, 1848					
Exbourne - - N.S.	*60 0 0	May 18, 1840					
Exeter, Boys and Girls - - - N.S.	- - -	- - -	12 18 0½	18 6 8	- -	747 15 10	
Exeter, St. Sidwell's, Boys and Girls - - - N.S.	467 0 0	Dec. 27, 1854	4 6 5½	31 5 0	- -	71 17 6	
Exeter, St. James' N.S.	200 0 0	July 14, 1845	2 3 1½	52 5 0	- -	127 11 8	
" " - "	3 2 0	Apr. 15, 1847					
" " - "	13 16 0	Mar. 31, 1853					
" " - "	8 0 0	Dec. 12, 1854					
Exeter, St. Thomas' - P.U.	- - -	- - -	- -	- -	- -	30 0 0	
Exeter, Episcopal Charity School - - - -	- - -	- - -	13 9 1½	158 2 6	- -	706 6 8	
Exeter - - - B.S.	*150 0 0	Sept. 20, 1837					

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DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Exeter (Mint Lane) Wes.	300 0 0	Sept. 11, 1848	11 1 3	133 13 4	32 1 8	598 3 4	
" " - "	35 0 0	Dec. 27, 1854					
Exeter (Workhouse) -	- - -	- - -	- - -	- - -	- - -	97 10 0	
Exmouth - - N.S.	40 0 0	Mar. 24, 1854	- - -	- - -	- - -	109 3 4	
Halberton, Boys and Girls - - - N.S.	100 0 0	July 9, 1845	2 19 10½	- - -	- - -	135 10 0	35 9 0
" " - "	9 18 0	May 3, 1852					
Hampton, High - N.S.	*35 0 0	Apr. 11, 1835					
Harberton Ford - N.S.	137 0 0	Jan. 2, 1850 -	1 15 3				
Hatherleigh - - N.S.	*112 0 0	June 8, 1839					
Hollacombe - - B.S.	*45 0 0	June 29, 1836					
Holsworthy - - N.S.	160 0 0	July 17, 1847	- - -	- - -	- - -	- - -	23 9 0
" - - "	15 0 0	July 31, 1855					
Holsworthy, Boys and Girls - - Wes.	150 15 0	Apr. 2, 1852	5 13 2½	35 0 0	- - -	46 10 0	13 5 0
Honiton - - B.S.	*150 0 0	Sept. 11, 1834					
Horrabridge, Secular School (B., G., & I.)	- - -	- - -	1 13 3½	37 10 0	- - -	15 0 0	24 13 0
Huish, North - N.S.	63 0 0	July 16, 1846					
Ilfracombe - - N.S.	- - -	- - -	3 5 11¼	89 10 0	- - -	346 18 4	13 5 0
Kelly - - - N.S.	- - -	- - -	- - -	- - -	- - -	18 6 8	5 10 0
Kentisbeare, Girls N.S.	- - -	- - -	1 9 5½	2 10 0	- - -	3 15 0	
Kingsbridge and Dodbrooke - - N.S.	151 0 0	June 28, 1850	3 6 7½	29 0 0	- - -	105 5 10	11 0 0
Kingsbridge and Dodbrooke - B.S.	103 0 0	Sept. 19, 1842	- - -	102 18 4	- - -	396 12 6	36 17 0
" " - "	100 0 0	Apr. 24, 1845					
" " - "	9 10 8	June 22, 1848					
" " - "	31 0 0	Nov. 1, 1854					
Lamerton - - N.S.	- - -	- - -	2 5 0	- - -	- - -	15 8 4	
Loxhore - - N.S.	40 0 0	Mar. 21, 1843	1 1 9½				
Lynton - - - N.S.	100 0 0	Dec. 9, 1843					
Marychurch, St. - N.S.	- - -	- - -	5 0 0½	78 1 8	- - -	125 8 4	15 2 0
Meavy - - - N.S.	*25 0 0	Dec. 6, 1837					
" - - - - "	30 0 0	Dec. 22, 1846					
Membury - - N.S.	51 0 0	Feb. 16, 1842	0 4 0				
" - - - "	10 0 0	Feb. 1, 1848					
Milton Abbot (Duke of Bedford's), Boys Free School - -	- - -	- - -	3 5 2	169 11 8	- - -	262 10 0	
Milton Abbott, Girls N.S.	60 0 0	Dec. 15, 1848	1 5 2	- - -	- - -	111 5 0	10 5 0
Molton, South - N.S.	- - -	- - -	2 17 4	118 16 8	- - -	122 10 0	
Molton, South - Wes.	- - -	- - -	3 17 4½	93 0 0	- - -	75 0 0	
Molton, South, Infant - - - -	- - -	- - -	1 0 3½	5 16 8	- - -	46 10 0	
Modbury - - N.S.	*100 0 0	Dec. 7, 1836					
" - - - "	77 0 0	July 6, 1854					
Northam - - N.S.	*90 0 0	Feb. 27, 1836	2 2 3	- - -	- - -	214 10 0	6 0 0
Nos Mayo - - N.S.	100 0 0	Apr. 27, 1844	1 4 0½				
" - - - "	11 0 0	Jan. 23, 1849					
Nympton, Bishop's -	50 0 0	Dec. 5, 1842					
Okehampton - - N.S.	*82 0 0	May 13, 1837	3 3 4½	36 13 4	- - -	28 15 0	31 11 0
"	44 0 0	Oct. 30, 1855					
Ottery, St. Mary's - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	4 10 0
Paignton - - N.S.	84 0 0	Nov. 13, 1846	2 15 2½	- - -	- - -	35 13 4	5 4 0
" - - - "	5 10 0	Oct. 20, 1854					
Petherwyn, North - N.S.	80 0 0	Aug. 11, 1845					
Pilton - - N.S.	*100 0 0	Feb. 10, 1841	- - -	- - -	- - -	76 13 4	
Plymouth, The Grey School - - - -	- - -	- - -	2 0 0½	30 0 0		3 15 0	
Plymouth, Holy Trinity - - N.S.	270 0 0	Feb. 21, 1855	4 12 3½	40 12 6	- - -	101 10 0	
Plymouth, St. Andrew's Chapel - N.S.	- - -	- - -	2 15 7½	18 0 0	- - -	94 11 8	
Plymouth, Charles N.S	600 0 0	July 6, 1847	13 4 6½	121 15 0	- - -	1,010 15 0	
" " - "	26 5 5	Sept. 13, 1851					
Plymouth Ch. Ch. N.S.	177 0 0	Mar. 20, 1850	1 0 0	- - -	- - -	31 11 8	
Plymouth Free, Boys, Girls, and Infants - - B.S.	11 13 8	Nov. 29, 1848	4 8 1½	- - -	- - -	2,211 5 0	

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DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Plymouth, Free, Boys, Girls, and Infants - - B.S.	95 15 0	Dec. 6, 1849					
„ - - - - „	300 0 0	Nov. 6, 1851					
„ - - - - „	80 13 4	Aug. 15, 1854					
„ - - - - „	14 0 0	July 31, 1855					
Plympton, St. Mary's, Ridgway District - - N.S.	- - -	- - -	2 17 6	22 10 0	- -	309 13 4	39 1 0
Plymstock - - N.S.	- - -	- - -	3 13 5	- -	- -	85 0 0	
Rose Ash - - N.S.	65 0 0	Nov. 17, 1847					
Salcombe, near Kingsbridge - N.S.	150 0 0	May 5, 1848					
Sampford Peverell N.S.	100 0 0	Jan. 15, 1850					
Sandford - - Par.	- - -	- - -	15 0 0	- -	- -	56 5 0	
Shebbeare - - N.S.	*30 0 0	May 28, 1836					
Sidmouth, All Saints' N.S.	161 0 0	Mar. 16, 1849	2 3 7½				
Silverton - - N.S.	111 0 0	May 1, 1848					
Stoke Gabriel - N.S.	50 0 0	Nov. 6, 1843					
„ „ - - „	4 10 0	Aug. 25, 1853					
Stoke Damerel - B.S.	*90 0 0	May 21, 1836	2 18 7½	45 15 0	- -	197 16 8	
Stonehouse - - N.S.	17 6 8	Sept. 3, 1852	7 4 0½	68 15 0	- -	231 6 8	
Stonehouse - - Wes.	- - -	- - -	- -	33 0 0	- -	197 5 0	
Tavistock - - N.S.	415 0 0	Dec. 11, 1847	10 11 2½	101 15 0	- -	629 14 2	
Tavistock - - B.S.	- - -	- - -	5 13 10½	81 5 0	- -	467 10 0	
Tavy, St. Mary's - N.S.	- - -	- - -	4 3 4½	7 3 4			
Tavy, St. Mary's - B.S.	*100 0 0	July 29, 1837	2 7 6½				
Tawton, Bishop's - N.S.	66 10 0	Dec. 13, 1843					
Teignton, Kings - N.S.	188 0 0	Oct. 27, 1848	2 6 8½	- -	- -	88 12 11	5 4 0
„ „ - - „	3 12 6	July 18, 1354					
Thorverton - - N.S.	140 0 0	May 25, 1843	1 19 10½	38 6 8	- -	17 10 0	6 3 0
Tipton, St. John's - N.S.	50 0 0	June 29, 1843					
Tiverton, Boys, Girls, and Infants - - B.S.	- - -	- - -	17 6 10	77 8 4	91 13 4	1,822 0 0	
Tiverton (Bampton Street), Infants - B.S.	- - -	- - -	5 0 0½	77 3 4	- -	268 10 0	
Topsham - - Wes.	- - -	- - -	2 3 4½	51 0 0	- -	15 0 0	19 17 0
Tor, Yonge's, Boys, Girls, and Infants - - - N.S.	250 0 0	Feb. 26, 1847	4 6 8½	- -	- -	48 3 4	
„ - - - - „	36 0 0	July 29, 1847					
„ - - - - „	15 6 5	Jan. 18, 1853					
„ - - - - „	47 0 0	Nov. 9, 1854					
Torrington, Black - N.S.	*40 0 0	Nov. 23, 1836					
Torrington, Great - B.S.	*150 0 0	July 25, 1835					
Torquay - - N.S.	- - -	- - -	3 12 8	67 10 0	- -	436 3 8	
Uffculme - - N.S.	- - -	- - -	- -	29 8 4	- -	18 15 0	
Up-Ottery - - N.S.	125 0 0	Oct. 4, 1844					
„ - - - „	1 16 0	Nov. 18, 1847					
Upton Pyne - - N.S.	- - -	- - -	1 19 6½	23 6 8	- -	16 13 4	12 19 0
Warkleigh - - N.S.	47 10 0	Mar. 8, 1847					
Whimple - - N.S.	96 0 0	Nov. 27, 1850	1 0 2				
Willand - - N.S.	70 0 0	Oct. 11, 1845					
Winkleigh - - N.S.	64 0 0	May 19, 1841					
Witheridge - - N.S.	95 0 0	Jan. 9, 1847	0 19 11½				
„ - - „	82 0 0	July 17, 1847					
Withycombe, Rawleigh - - - N.S.	49 5 10	Feb. 5, 1842					
Woodbury, Broadmead's, Endowed School - - -	- - -	- - -	2 2 11	21 13 4	- -	65 8 4	22 10 0
Wolborough and Highweek - - N.S.	150 0 0	June 3, 1844	3 4 7½	- -	- -	95 0 0	
„ „ - - „	10 0 0	Feb. 4, 1850					
Yarnscombe - - N.S.	51 0 0	Sept. 16, 1848					

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DORSETSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Allington - - N.S.	*80 0 0	Jan. 12, 1839					
Alton Pancras - N.S.	75 0 0	Apr. 27, 1847	0 17 5				
" - - - "	25 0 0	Dec. 1, 1848					
Beaminster - - N.S.	- - -	- - -	- - -	23 6 8	- -	15 0 0	2 15 0
Black Down - - N.S.	60 0 0	July 1, 1847					
" - - - "	22 0 0	July 17, 1847					
Blandford, Boys - N.S.	130 0 0	Dec. 15, 1847	5 16 7½	95 0 0	- -	403 3 4	22 4 0
" - - - "	14 13 4	Mar. 8, 1852					
Blandford, Girls - N.S.	- - -	- - -	3 6 7½	32 0 0	- -	123 0 0	
Blandford - - B.S.	150 0 0	Mar. 20, 1841					
Bradford Peverell, Ch. Sch. - - -	- - -	- - -	- - -	15 0 0	- -	- - -	3 0 0
Bridport, Boys, Girls, and Infants, General School	261 0 0	May 13, 1850	12 0 10½	40 5 0	- -	427 0 0	
" " - -	18 0 0	Dec. 19, 1853					
" - -	500 0 0	Oct. 30, 1855					
Bredy (Long) - N.S.	- - -	- - -	2 0 0				
Broadmayne - N.S.	48 0 0	May 30, 1846					
Broadwindsor - N.S.	150 0 0	Aug. 24, 1844	2 2 11	30 0 0	- -	186 16 8	8 18 0
Burton East - N.S.	38 0 0	Dec. 21, 1843					
Cann, St. Rumbolt's N.S.	70 0 0	May 19, 1846					
" " - "	1 2 6	Nov. 7, 1848					
Cattistock " - N.S.	*45 0 0	Jan. 5, 1841					
Chardstock, Industrial - - - N.S.	*100 0 0	Sept. 7, 1839					
" " - "	150 0 0	May 7, 1850					
Chideock, Boys and Girls - - - N.S.	117 0 0	Mar. 7, 1849	1 6 8				
Compton, Nether and Over - - N.S.	114 0 0	Aug. 4, 1849	1 11 4	- -	- -	32 10 0	5 5 0
" - -	7 13 4	Apr. 27, 1853					
Corfe Castle, Girls - N.S.	- - -	- - -	3 3 1½	16 13 4	- -	83 0 0	24 15 0
Corfe Castle - - B.S.	*205 0 0	July 26, 1834	4 12 1	- -	- -	248 4 2	11 1 0
Corscombe, Girls - N.S.	5 5 7	June 3, 1850	- -	10 0 0	- -	83 3 4	
Cranborne and Verwood - - - N.S.	- - -	- - -	- - -	- -	- -	115 0 0	
Dorchester, Boys - N.S.	- - -	- - -	5 1 8½	56 0 0	- -	164 10 0	
Dorchester, Girls - N.S.	*80 0 0	Mar. 7, 1835	3 10 0½	- -	- -	230 10 0	
Enmore Green - N.S.	- - -	- - -	1 4 9	43 1 8	- -	103 10 0	
Farnham - - N.S.	*35 0 0	Aug. 20, 1837					
" - - - "	20 0 0	Jan. 19, 1849					
Gillingham - - N.S.	- - -	- - -	1 13 11	103 10 0	- -	137 10 0	4 14 0
Godmanstone - N.S.	75 0 0	Jan. 21, 1850					
Halstock - - N.S.	*47 0 0	July 27, 1839	2 4 6½				
" - - - "	30 0 0	Nov. 18, 1845					
" - - - "	0 18 0	Feb. 3, 1846					
Hawkchurch - N.S.	10 0 0	Aug. 21, 1845					
Hinton Martell, Ch. Eng.	- - -	- - -	- - -	- -	- -	- - -	8 15 0
Hinton, St. Mary's N.S.	70 0 0	Jan. 20, 1844					
Holt - - - N.S.	200 0 0	Oct. 14, 1844	2 4 0				
Ibberton - - N.S.	*25 0 0	Feb. 25, 1835					
Iwerne Minster - N.S.	*60 0 0	Oct. 2, 1839					
Kingston - - N.S.	*40 0 0	May 14, 1836	3 9 2½	50 0 0	- -	52 10 0	16 2 0
Kington Magna - N.S.	150 0 0	Jan. 8, 1855	1 3 0½	- -	- -	- - -	7 16 0
Langton-Matravers N.S.	70 0 0	Dec. 31, 1845	2 6 8	- -	- -	- - -	14 10 0
" - - - "	6 13 4	Feb. 15, 1855					
Longfleet - - N.S.	- - -	- - -	1 13 4	- -	- -	- - -	5 0 0
Lyme Regis - - N.S.	15 0 0	Oct. 17, 1855	3 18 8½	50 0 0	- -	99 0 0	
Lyme Regis - - B.S.	*150 0 0	Oct. 25, 1837	1 15 0½	- -	- -	295 0 0	
" - - - "	15 16 0	Nov. 4, 1852					
" - - - "	7 0 0	Sept. 1, 1854					
Lytchet Minster - N.S.	*43 0 0	Dec. 4, 1839					
Maiden Newton and Frome Vauchurch - - -	66 0 0	Oct. 28, 1842	2 9 1	48 6 8	- -	73 0 0	16 17 0
Marshwood - - N.S.	51 0 0	May 1, 1843	1 2 9½	- -	- -	31 9 2	4 13 0
" - - - "	6 0 0	Oct. 21, 1845					
Melplash - - N.S.	105 0 0	Nov. 11, 1850					
Milton Abbas - N.S.	- - -	- - -	- - -	12 0 0			

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
DORSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Monkton Wyld, Ch. of Eng.	- - -	- - -	-	13 6 8	- -	- - -	8 7 0
Morecombe Lake - N.S.	81 0 0	June 17, 1847					
Okeford, Child - N.S.	80 0 0	May 5, 1847	1 10 0	- -	- -	- - -	8 8 0
Osmington - - N.S.	*45 0 0	Dec. 27, 1837	1 13 4½	27 10 0	- -	90 0 0	5 15 0
„ - - „	12 10 0	Jan. 17, 1852					
Piddletrenthide - N.S.	- - -	- - -	1 9 10½	11 5 0	- -	32 10 0	
Pimperne - - N.S.	- - -	- - -	-	- -	- -	- - -	13 12 0
Poole - - - N.S.	*150 0 0	Mar. 28, 1835	1 11 1				
Portland, St. John's N.S.	40 0 0	Oct. 27, 1843					
Portland, Convict Prison School -	- - -	- - -	3 0 8	5 0 0			
Portland, Grove School -	- - -	- - -	1 2 5½				
Powerstock - - N.S.	- - -	- - -	1 1 2½	- -	- -	32 10 0	3 10 0
Preston - - N.S.	- - -	- - -	1 4 2½	32 0 0	- -	32 10 0	
Rampisham - N.S.	105 0 0	July 13, 1846	0 9 5	- -	- -	125 16 8	
Shaftesbury, Holy Trinity - - N.S.	103 0 0	Sept. 26, 1843	2 2 4½	140 10 0	- -	512 13 6	
Shaftesbury - B.S.	*100 0 0	Jan. 4, 1840					
Sherborne - - N.S.	- - -	- - -	8 14 1½	- -	- -	325 3 4	35 7 0
Sherborne, Newlands, Girls and Infants - - N.S.	- - -	- - -	1 11 4	- -	- -	60 15 0	4 18 0
Sherborne, Long Street, Boys - B.S.	- - -	- - -	2 14 2½	- -	- -	137 0 0	1 16 0
Stalbridge - - N.S.	- - -	- - -	1 16 10½	33 6 8	- -	98 0 0	14 3 0
Stinsford or Bockhampton - N.S.	85 0 0	Oct. 2, 1849	1 2 0½	- -	- -	- - -	4 14 0
Stourpaine - - N.S.	50 0 0	Nov. 26, 1841	1 10 0				
Stower, East - N.S.	- - -	- - -	- -	26 13 4	- -	52 10 0	
Stower Provost and Todbere - - N.S.	125 0 0	Nov. 26, 1850	2 8 1½	- -	- -	32 10 0	10 0 0
„ - - „	16 6 8	Nov. 29, 1855					
Sturminster, Newton, Boys, Girls, and Infants - - N.S.	500 0 0	Jan. 4, 1855					
Sutton-Waldron - N.S.	- - -	- - -	2 9 10½	85 7 6	- -	180 5 0	
Swanage - - N.S.	- - -	- - -	1 10 1				
Tollard Royal, Church of England School - -	- - -	- - -	1 6 6				
Verwood - - N.S.	105 0 0	Oct. 19, 1847					
„ - - „	2 13 6	Oct. 4, 1853					
Wareham - - N.S.	- - -	- - -	13 10 11½	103 6 8	- -	534 0 0	35 12 0
Wareham - - B.S.	- - -	- - -	2 13 10½				
Weymouth - - B.S.	- - -	- - -	1 11 2	- -	- -	50 13 4	
Weymouth, Holy Trinity, Boys and Girls - - - N.S.	330 0 0	Aug. 5, 1854	6 13 4½	37 18 4	- -	100 3 4	
Weymouth and Melcombe Regis - Ch.S.	80 0 0	May 23, 1854	11 4 8½	26 5 0	- -	287 10 0	
Whitchurch Canonicorum - N.S.	100 0 0	Mar. 24, 1841	- -	6 0 0	- -	217 3 4	8 0 0
„ - - „	31 12 6	Mar. 9, 1849					
Wimborne Minster - N.S.	200 0 0	July 27, 1843	13 10 7½	116 3 4	- -	635 11 8	25 5 0
Winterbourne Whitchurch - - N.S.	*30 0 0	June 24, 1835	1 0 0				
Wool - - - N.S.	- - -	- - -	1 18 8				
DURHAM.							
Auckland, West, - N.S.	110 0 0	Jan. 22, 1852					
Auckland, Bishop (Bishop Barrington's School) Boys	- - -	- - -	3 19 4	- -	- -	8 3 4	
Auckland, Bishop, Girls - - N.S.	- - -	- - -	3 11 9½	- -	- -	4 16 8	
Barnard Castle - N.S.	90 0 0	Aug. 7, 1840	10 1 7½	85 0 0	- -	600 18 4	75 6 0
- - p	50 0 0	June 26, 1849					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
DURHAM—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Barnard Castle - B.S.	*100 0 0	Mar. 17, 1838					
Barnard Castle - Wes.	- - -	- - -	4 11 8	81 5 0	- -	133 10 0	28 15 0
Belmont - Ch. S.	24 0 0	Nov. 5, 1853	10 1 5	17 10 0	- -	16 13 4	5 1 0
" - - "	25 0 0	Apr. 18, 1854					
Billingham, Mixed, Ch. S.	103 0 0	Apr. 26, 1853	2 0 0				
Birtley - - R.C.	- - -	- - -	1 16 0				
Byers Green - N.S.	50 0 0	June 5, 1841	2 0 2	26 5 0	- -	114 16 8	19 10 0
" - - "	329 0 0	Sept. 6, 1855					
Castle Eden, Colliery - - N.S.	163 10 0	Sept. 17, 1844	- -	- -	- -	30 16 8	2 0 0
" " - "	50 0 0	Apr. 24, 1847					
Chester-le-Street - N.S.	120 0 0	Apr. 26, 1842	9 0 9½	- -	- -	93 0 0	16 18 0
Collierley - - N.S.	75 0 0	June 8, 1846	3 6 8	22 10 0			
" " - "	22 0 0	June 15, 1855					
Coundon - - N.S.	100 0 0	May 26, 1842	3 10 0½	- -	- -	- - -	5 19 0
Darlington, Holy Trinity, Boys, Girls, and Infts. - N.S.	230 0 0	May 29, 1846	14 1 7	144 6 8	- -	556 0 0	
" " - "	132 10 0	Jan. 31, 1851					
" " - "	20 0 0	Feb. 16, 1854					
" " - "	4 4 0	July 31, 1855					
Darlington (Kendrew Street), Girls - B.S.	- - -	- - -	3 6 7½	3 6 8	- -	136 15 0	
Darlington (Feetham's), Girls - B.S.	- - -	- - -	1 16 10	3 10 0	- -	123 15 0	
Darlington (Bridge Street) - - B.S.	100 0 0	Jan. 30, 1841	11 9 10	56 13 4	- -	454 5 0	
" " - "	40 0 0	Feb. 27, 1854					
Darlington (Skinnergate Street), Boys - - - B.S.	- - -	- - -	2 1 9½	73 15 0	- -	417 10 0	
Darlington, Blackboy Colliery, Ch. S.	- - -	- - -	5 3 8½	45 0 0	- -	204 6 8	22 13 0
Darlington - - Wes.	- - -	- - -	2 18 4½	18 6 8	- -	164 5 0	
Darlington, St. Augustine's - R.C.	- - -	- - -	3 3 7½	84 17 6	- -	144 1 8	
Deptford, St. Andrew's - - N.S.	160 0 0	Mar. 8, 1843	2 13 2½	19 12 6	- -	22 5 0	
" " - "	30 0 0	Mar. 23, 1849					
Durham, Blue Coat, Boys and Girls - N.S.	- - -	- - -	8 14 6½	146 2 6	- -	595 3 4	
Durham, St. Oswald's, Boys and Girls - - N.S.	220 0 0	Sept. 5, 1845	1 18 5½	35 3 4	- -	223 13 4	
" " - "	185 15 0	Nov. 8, 1853					
" " - "	25 0 0	July 29, 1854					
Durham, St. Cuthbert's - - - R.C.	- - -	- - -	5 12 9	123 0 0	- -	344 13 4	
Durham - Wes.	- - -	- - -	1 16 6½				
Eaglescliffe - - N.S.	*40 0 0	Aug. 7, 1839	4 9 10½	58 10 0	31 5 0	123 17 6	5 1 0
" - - "	52 0 0	Sept. 9, 1851					
" - - "	9 10 0	May 10, 1855					
Eighton Banks - N.S.	- - -	- - -	3 2 0½	15 2 6	- -	32 10 0	10 3 0
Escomb - - N.S.	90 0 0	Dec. 26, 1849	5 9 7½	- -	- -	15 0 0	
Etherley - - N.S.	*40 0 0	Oct. 10, 1854					
Ferry Hill - - N.S.	98 0 0	Sept. 15, 1848					
Framwellgate Moor N.S.	50 0 0	Nov. 26, 1846					
Gateshead, Sunday and Infants - N.S.	*140 0 0	Sept. 30, 1837					
Gateshead, Boys and Girls - - N.S.	252 0 0	Nov. 8, 1842					
Gateshead, Our Lady and St. Wilfred's - - R.C.	- - -	- - -	2 13 4				
Greatham - - N.S.	*30 0 0	Nov. 12, 1836					
" " - "	30 0 0	Feb. 6, 1847					
Hartlepool, St. Begа's - - R.C.	- - -	- - -	1 5 1				

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	Amount.	Date of Payment.					
DURHAM—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hartlepool, St. Hilda's - - - R.C.	- - -	- - -	2 17 1	81 13 4	- -	135 10 0	
Hetton-le-Hole - N.S.	*110 0 0	Feb. 26, 1840					
Heworth, near Gateshead - - N.S.	*38 0 0	Nov. 8, 1837					
Heworth, St. Alban's, Windy Nook - N.S.	*85 0 0	Aug. 4, 1838					
" - -	60 0 0	Feb. 17, 1843					
Holmside - - N.S.	42 0 0	Jan. 27, 1847					
" - - "	30 0 0	Feb. 28, 1849					
Holy Island - - N.S.	44 0 0	Jan. 26, 1841					
Houghton-le-Spring, St. Michael's - N.S.	- - -	- - -	7 6 1½	183 15 0	- -	628 16 8	27 1 0
Houghton-le-Spring Wes.	115 8 4	Apr. 26, 1852	4 8 5				
Houghton-le-Spring, St. Michael's - R.C.	- - -	- - -	3 5 5	77 5 0	- -	- - -	4 9 0
Hunwick - - N.S.	72 0 0	Feb. 4. 1850	1 18 0	- -	- -	59 5 0	3 13 0
" " - "	32 4 0	Feb. 28, 1855					
Hurworth-on-Tees Wes.	- - -	- - -	2 0 0	5 0 0	- -	74 3 4	7 7 0
Hylton, South - N.S.	*110 0 0	Apr. 22, 1837					
Hylton, North - N.S.	37 10 0	Mar. 6, 1852					
Lamesley - - N.S.	- - -	- - -	2 16 8½	80 4 2	- -	120 0 0	25 16 0
Ludworth " - N.S.	120 0 0	Nov. 12, 1849	1 0 5				
Lumley - - N.S.	- - -	- - -	3 0 8½	- -	- -	47 18 4	7 17 0
Lynesack, St. John's, Mixed - - N S.	152 10 0	Oct. 12, 1853					
Lynesack and Softley Boys - - B.S.	50 0 0	Jan. 4, 1840					
Middleton-in-Stranton - - - N.S.	50 0 0	Nov. 26, 1840					
Middleton-in-Teesdale - - - N.S.	*45 0 0	Oct. 9, 1841					
Newbottle, St. Matthew's - - N.S.	- - -	- - -	3 13 9	107 6 8	- -	118 13 4	21 6 0
Newfield - - N.S.	200 0 0	Mar. 20, 1841					
Pelton, Girls - - N.S.	40 0 0	Sept. 1, 1848					
" Boys - - N.S.	126 0 0	Jan. 15, 1851	2 18 3½	- -	- -	32 10 0	
Sacriston - - N.S.	60 0 0	Oct. 25, 1845					
Seaham Harbour - N.S.	*40 0 0	Jan. 18, 1837	8 16 8	97 12 6	- -	83 0 0	61 10 0
" - - "	273 0 0	May 29, 1849					
Seaton Carew - N.S.	115 0 0	Aug. 28, 1844	3 18 11	113 5 0	- -	182 10 0	14 3 0
" - - "	13 5 0	Sept. 1, 1854					
Sherburn Hill - N.S.	45 0 0	Sept. 6, 1845	1 14 10½	- -	- -	47 10 0	6 0 0
" - - "	20 0 0	Nov. 27, 1850					
" - - "	15 15 0	Oct. 25, 1853					
Shildon - - N.S.	*55 0 0	Dec. 30, 1837	1 1 3½				
" - - "	70 0 0	Aug. 4, 1841					
" - - "	45 0 0	Feb. 20, 1847					
Shincliffe - - N.S.	82 0 0	Nov. 14, 1840	1 17 10½	17 10 0	- -	31 13 4	10 19 0
South Church - N.S.	200 0 0	Aug. 9, 1848	4 0 0½	31 12 6	- -	163 10 0	20 5 0
" - - "	37 4 0	Feb. 17, 1854					
South Shields, Holy Trinity - - N.S.	*200 0 0	Nov. 18, 1837	13 13 11	47 1 8	- -	757 0 0	
South Shields, St. Stephen's - N.S.	568 5 0	June 18, 1853	9 6 11½	35 0 0	18 15 0	72 15 0	
South Shields (Union) B.S.	*225 0 0	Dec. 30, 1835	11 9 2½	121 6 8	- -	676 1 8	
South Shields (Jarrow's Chemical Works) - - B.S.	- - -	- - -	10 16 8	202 15 0	- -	488 0 0	
South Shields, St. John's, Saville St. Seas.	400 0 0	Mar. 25, 1848	4 10 10½	130 3 4	20 0 0	481 11 8	
South Shields, Old Charity, or St. Hilda's - - -	- - -	- - -	- -	39 0 0	- -	32 10 0	
Southwick - - N.S.	*150 0 0	July 1, 1837	4 15 3½	28 15 0	- -	45 5 0	
" - - "	9 13 4	Oct. 4, 1853					
Spennymoor - - N.S.	100 0 0	Nov. 26, 1840	- -	13 6 8	- -	- - -	8 7 0
" - - "	13 4 0	Sept. 1, 1854					

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DURHAM—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Staindrop - - N.S.	79 11 6	Oct. 30, 1855	- - -	15 0 0	- -	17 10 0	7 10 0
Stainton - - N.S.	- - -	- - -	- - -	- - -	- -	11 13 4	17 17 0
Stainton, Great - N.S.	54 0 0	July 6, 1848	1 0 0	23 7 6	- -	- - -	3 2 0
" - "	9 6 8	May 10, 1855					
Stella, St. Cuthbert's, or Blaydon - N.S.	452 0 0	May 27, 1854	8 4 9½	58 6 8	15 0 0	105 5 10	29 10 0
Stella - - R.C.	- - -	- - -	4 16 0	28 10 0	- -	115 0 0	20 11 0
Stockton-on-Tees, Holy Trinity, Industrial - - N.S.	350 0 0	Apr. 17, 1850	5 2 3½	93 18 4	- -	268 1 8	
" - - "	90 0 0	Nov. 15, 1855					
Stockton-on-Tees, St. Thomas', Central - - N.S.	300 0 0	May 7, 1847	4 16 8½	46 10 0	- -	104 15 10	
Stockton-on-Tees - B.S.	100 0 0	Mar. 6, 1841	3 8 3½	41 5 0	- -	224 1 8	
Sunderland, Nicholson Street (Girls) Wes.	- - -	- - -	3 4 7½	12 10 0	- -	6 5 0	
Sunderland, Trinidon Street - - Wes.	- - -	- - -	3 14 8	19 14 2			
Sunderland (the Gray School) - - N.S.	*90 0 0	Apr. 25, 1836	19 15 9½	155 0 0	- -	816 10 0	
Sunderland - B.S.	30 0 0	Jan. 4, 1840					
Sunderland, St. Mary's R.C.	- - -	- - -	12 12 8½	112 3 4	- -	516 0 0	
Sunderland, Whitburn Street - (Wes)	- - -	- - -	- - -	17 17 6	- -	6 5 0	
Tanfield - - N.S.	100 0 0	Aug. 24, 1844	1 13 5	- -	- -	- - -	4 18 0
Thornley, Colliery - N.S.	- - -	- - -	1 8 2				
Thornley - - N.S.	75 0 0	May 24, 1845					
Thornley, St. Godric's, R.C.	- - -	- - -	2 0 0	- -	- -	- - -	18 15 0
Tow Law - - N.S.	400 0 0	May 10, 1849	5 10 8½	30 5 0	- -	63 0 0	20 13 0
" - - "	7 4 0	Dec. 18, 1851					
Washington - - Par.	- - -	- - -	2 13 4				
Wearmouth, Bishop's, Boys and Girls - Ch. S.	777 6 8	Dec. 16, 1854	- -	18 0 0	0 16 8	1 13 4	
Wearmouth, Bishop's, Infants - - N.S.	150 0 0	Aug. 17, 1847	10 0 0	15 3 4	- -	2 10 0	
Wearmouth, Monk N.S.	180 0 0	June 17, 1848	10 13 5	31 12 6	- -	136 15 0	
Wearmouth, Monk Wes.	- - -	- - -	3 14 8½				
Whorlton - - N.S.	- - -	- - -	1 10 0½	15 0 0	- -	- - -	4 19 0
Willington - - N.S.	52 0 0	Nov. 15, 1855	- -	3 15 0			
Winlaton - Ch. of E.	- - -	- - -	- -	- -	- -	2 10 0	3 8 0
Witton Gilbert - N.S.	35 0 0	Oct. 25, 1845					
Wolsingham - - N.S.	200 0 0	May 5, 1845	5 10 10	48 15 0	- -	230 10 0	17 7 0
" - - "	50 0 0	Oct. 15, 1845					
Wolviston - - N.S.	*49 0 0	Mar. 21, 1838					
Wreckenton - - N.S.	65 0 0	Mar. 10, 1842					
" "	34 16 8	June 28, 1855					
ESSEX.							
Abridge - - N.S.	52 0 0	Apr. 9, 1845					
Aldham - - N.S.	30 0 0	Dec. 31, 1844					
Arkesden - - N.S.	50 0 0	Feb. 14, 1843					
Ashdon - - N.S.	5 0 0	Mar. 23, 1849	4 17 4½	32 1 8	- -	304 17 6	4 10 0
Aveley, Mixed and Infants - - N.S.	80 0 0	Aug. 20, 1845	3 11 2	- -	- -	- - -	25 9 0
" - - "	3 10 0	Sept. 26, 1848					
" - - "	42 0 0	May 13, 1853					
Baddow, Great - N.S.	*75 0 0	Mar. 13, 1839	2 8 11½	20 16 8	- -	32 10 0	19 2 0
Bardfield, Great - B.S.	- - -	- - -	5 0 11½	23 0 0	- -	319 16 8	30 14 0
Barkingside - - N.S.	*72 0 0	Aug. 23, 1842					
" - - "	28 0 0	Nov. 11, 1843					
Belchamp, Walter N.S.	*35 0 0	Mar. 27, 1839					
Benfleet, South - N.S.	120 0 0	June 20, 1845					
Bentley, Great - N.S.	145 0 0	May 12, 1849					
Bentley, Little - N.S.	60 0 0	Dec. 4, 1848					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
ESSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Billericay - - N.S.	*70 0 0	Nov. 20, 1839	1 12 10½	- -	- -	140 0 0	18 17 0
" - - "	17 0 0	Feb. 11, 1847					
" - - "	5 6 6	Feb. 11, 1847					
" - - "	13 6 8	Feb. 15, 1855					
Birdbrook - N.S.	60 0 0	Nov. 6, 1849	- -	- -	- -	7 5 0	
Bocking - - N.S.	*87 0 0	Dec. 21, 1836					
Boreham - - N.S.	120 0 0	Feb. 19, 1848					
Bower's Gifford - N.S.	70 0 0	June 4, 1847					
Boxted - - N.S.	*55 0 0	June 1, 1837					
Braintree, Public - B.S.	- - -	- - -	2 0 0	5 0 0	- -	35 13 4	7 16 0
Brentwood, Boys - N.S.	*50 0 0	Jan. 6, 1836					
" - - "	*60 0 0	Jan. 25, 1837					
Brightlingsea - N.S.	88 0 0	Dec. 17, 1842					
Bumpstead, Helions, Boys and Girls - N.S.	132 5 0	Dec. 22, 1854					
Bumpstead, Steeple N.S.	132 0 0	Mar. 16, 1849	1 13 7½	27 1 8	- -	38 6 8	
" " - "	5 7 0	Nov. 23, 1853					
" " - "	15 7 6	July 18, 1854					
" " - "	115 0 0	Feb. 21, 1855					
Chelmsford, Victoria N.S.	*350 0 0	May 12, 1841	4 15 2½	210 11 8	- -	823 3 4	
Chelmsford - - B.S.	*300 0 0	June 9, 1841					
Chesterford, Great, Boys and Girls - N.S.	200 0 0	Aug. 10, 1849	4 16 10	106 5 10	- -	361 2 0	3 2 0
Chigwell-Row - N.S.	*55 0 0	Feb. 9, 1839					
" " - "	70 0 0	Nov. 2, 1853					
Chigwell-Row - B.S.	80 0 0	Jan. 13, 1841					
Chignall, St. James', and Mashbury - N.S.	75 0 0	Sept. 3, 1850	- -	9 3 4			
Childerditch - - N.S.	45 0 0	May 30, 1845					
Clavering - - N.S.	65 0 0	Jan. 21, 1845					
Clavering - - B.S.	90 0 0	Jan. 8, 1840	2 9 9	131 13 4	- -	105 12 6	15 6 0
" - - "	26 13 6	Nov. 24, 1854					
Coggeshall - - N.S.	*200 0 0	Dec. 14, 1839	1 18 3½				
" - - "	125 0 0	June 16, 1847					
Coggeshall - - B.S.	118 0 0	Jan. 5, 1842					
Colchester, St. Peter's (North Hill), Girls N.S.	*75 0 0	Nov. 23, 1836	2 6 8½	33 3 4			
" " - "	22 17 4	Mar. 14, 1853					
Colchester, St. Magdalen Branch - N.S.	- - -	- - -	4 12 11½	4 3 4			
Colne-Engaine - N.S.	60 0 0	April 1, 1847					
Copford - - N.S.	54 0 0	Oct. 29, 1853					
Dagenham - - N.S.	*60 0 0	Mar. 12, 1836					
Danbury - - N.S.	- - -	- - -	- -	- -	- -	4 3 4	
Dengie - - N.S.	28 0 0	Nov. 27, 1846	- -	21 1 8			
" - - - "	56 7 6	Apr. 28, 1854					
Dunmow - - B.S.	150 0 0	Dec. 24, 1844	- -	14 0 0	- -	123 16 8	39 19 0
Easter, Good - - N.S.	26 0 0	May 1, 1846					
Easter, High - N.S.	100 0 0	Apr. 15, 1851	1 18 0½	- -	- -	32 10 0	2 18 0
Elsenham - - N.S.	- - -	- - -	- -	8 6 8			
Epping, Boys - N.S.	*42 0 0	Aug. 3, 1836					
Epping - - B.S.	132 0 0	Mar. 27, 1847	2 2 6½	18 0 0	- -	- - -	8 14 0
Essex, Diocesan Board	- - -	- - -	39 3 8½				
Feering - - N.S.	110 0 0	Sept. 12, 1846	- -	- -	- -	22 10 0	
Finchinfield - - N.S.	369 0 0	Mar. 14, 1855	2 13 10				
Forest Gate - - N.S.	114 18 4	Mar. 24, 1854					
Greenstead, East -	- - -	- - -	2 8 8				
Hainault Forest - N.S.	102 0 0	May 1, 1849	- -	- -	- -	46 10 0	
Halstead, St. Andrew's - - N.S.	302 5 0	Jan. 23, 1851	1 11 8	30 0 0	- -	163 3 4	
Halstead, Trinity - N.S.	120 0 0	Nov. 22, 1845	3 8 3½	30 0 0	- -	158 1 8	
" " - "	18 6 0	Oct. 20, 1854					
" " - "	6 0 0	July 31, 1855					
Halstead - - B.S.	266 0 0	Jan. 10, 1848	7 2 10	68 13 4	- -	521 16 8	
Hallingbury (Little), Infants - N.S.	30 10 0	Apr. 2, 1841					
Ham, West - - N.S.	39 10 0	Sept. 25, 1851	6 13 4½	98 6 8	- -	445 0 10	
" - - "	130 0 0	June 15, 1855					
Ham, West, and Stratford - - B.S.	240 0 0	Dec. 19, 1851	2 4 10½	- -	- -	225 0 0	
" " - "	25 0 0	July 30, 1855					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.				Grants for Books and Maps.			Grants to Certificated Teachers.			Grants to Assistant Teachers.			Grants on account of Pupil-teachers.			Capitation Grants.		
	Amount.			Date of Payment.															
ESSEX—*cont.*	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Harlow (Potter Street) - - N.S.	*25	0	0	Mar. 26, 1836															
Havering-atte-Bower N.S.	*32	0	0	Dec. 13, 1837															
Hawkwell - - N.S.	45	10	0	Nov. 7, 1848															
Hedingham, Sible - N.S.	180	0	0	Apr. 20, 1841															
Hempstead, Mixed Ch. Sch.	100	0	0	Oct. 31, 1853															
Heydon - - - N.S.	75	0	0	Apr. 21, 1847	1	14	0½												
High Beech, Girls and Infants - N.S.	36	0	0	Dec. 26, 1840															
„ - - „	16	0	0	Aug. 12, 1848															
Highwood - - N.S.	113	0	0	Sept. 24, 1852	-	-	-	-	-	-	-	-	-	18	6	8			
Hockley - - N.S.	60	0	0	Feb. 23, 1841	1	2	3												
Horndon on the Hill N.S.	100	0	0	Dec. 13, 1847															
Horndon, East - N.S.	*52	0	0	June 23, 1840															
Hudson Town, Girls and Infants - N.S.	-	-	-	-	-	-	-	4	3	4	-	-		7	5	0			
Ilford, Great - - N.S.	-	-	-	-	2	1	5½												
Kelvedon, Boys and Girls - - N.S.	*61	0	0	Mar. 10, 1838	1	13	9½	20	0	0	-	-		81	0	10			
Kelvedon - - B.S.	-	-	-	-	1	12	8½	-	-	-	-	-		-	-	-	12	18	0
Kelvedon-Hatch - N.S.	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	12	18	0
Langham - - B.S.	50	0	0	Dec. 27, 1850	1	0	0												
Latchingdon - N.S.	-	-	-	-	2	13	4												
Layer-de-la-hay - N.S.	*50	0	0	Aug. 30, 1837															
Leigh - - - N.S.	-	-	-	-	2	17	3	126	7	6	-	-		214	5	0	6	10	0
Leighs, Great - N.S.	141	0	0	Aug. 21, 1851															
Lexden - - - N.S.	-	-	-	-	2	6	5½	102	10	0	-	-		139	15	10			
Lindsell - - N.S.	29	0	0	Oct. 20, 1842															
Littlebury, Endowed - - N.S.	-	-	-	-	2	7	1	-	-	-	-	-		95	0	0			
Loughton - - N.S.	-	-	-	-	-	-	-	-	-	-	-	-		41	0	10			
Maldon, Boys, Girls, and Infants - N.S.	611	0	0	Jan. 23, 1849															
Manningtree - - Wes.	-	-	-	-	5	0	0½												
Newport - - N.S.	100	0	0	Aug. 6, 1850															
Norton, Cold - N.S.	20	0	0	July 27, 1842															
Oakley, or Ugley - N.S.	*30	0	0	Jan. 29, 1839	2	0	8½												
„ „ - „	83	0	0	Mar. 21, 1853															
Orsett, Girls' and Infants - - N.S.	171	0	0	Jan. 31, 1849	3	0	11½												
Osyth, St. - - N.S.	177	15	0	July 31, 1854	2	14	8												
Parndon, Great - N.S.	*25	0	0	Dec. 30, 1835															
Pattiswick - - N.S.	*45	0	0	Dec. 6, 1837															
Plaistow - - N.S.	*62	0	0	May 13, 1837	3	6	8	155	0	0	-	-		130	13	4	13	18	0
„ - - - „	20	0	0	Feb. 25, 1851															
„ - - - „	9	13	4	Jan. 17, 1852															
„ - - - „	45	0	0	Oct. 19, 1855															
Radwinter - - N.S.	360	15	0	Mar. 16, 1855															
Rickling - - N.S.	30	0	0	Dec. 26, 1846	2	13	9½	24	0	0									
Romford, Endowed N.S.	*150	0	0	Feb. 4, 1835	7	11	10½	114	5	10	-	-		253	6	8			
„ „ - „	48	5	6	Feb. 9, 1852															
„ „ - „	105	6	8	July 30, 1853															
Romford, Infants - N.S.	85	0	0	Feb. 8, 1844															
Romford, Noak Hill, N.S.	96	0	0	Sept. 14, 1848	1	1	4												
Saling, Great - N.S.	42	0	0	June 20, 1842															
Southend - - N.S.	-	-	-	-	-	-	-	15	0	0	-	-		28	15	0			
Southminster - N.S.	-	-	-	-	2	13	4												
Springfield - - N.S.	35	0	0	Mar. 25, 1846	-		-	104	6	8	-	-		445	12	6			
„ - - - „	7	2	0	Feb. 4, 1850															
„ - - - „	8	5	0	July 18, 1854															
„ - - - „	14	10	0	Nov. 21, 1855															
Stanford Rivers - Ch.S.	117	15	0	July 24, 1851	1	5	8½	15	0	0	-	-		15	0	0			
Stanstead - - B.S.	*30	0	0	Sept. 19, 1835															
Stanstead, Mountfitchet - - N.S.	-	-	-	-	4	1	0½												
Stock and Buttsbury - - N.S.	*90	0	0	Aug. 24, 1839															

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	Amount.	Date of Payment.					
ESSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stratford, Ch. Ch. District - - N.S.	230 0 0	Dec. 6, 1850	5 0 0	44 18 4	- -	177 5 0	
Stratford, St. John's, Boys and Girls - N.S.	*250 0 0	Jan. 21, 1837					
Stratford - - B.S.	- - -	- - -	2 0 0½	- -	- -	42 0 0	
Tendring - - N.S.	60 0 0	Apr. 29, 1843					
Theydon Bois - N.S.	32 0 0	Oct. 14, 1841					
Upminster - - N.S.	75 0 0	Mar. 11, 1851					
Wakering, Great - N.S.	50 0 0	Jan. 12, 1844					
Walden, Saffron - B.S.	62 0 0	July 16, 1855	9 18 1½	58 15 0	- -	536 16 8	
" " - N.S.	200 0 0	July 1, 1846	9 14 6½	192 13 4	- -	477 9 2	
" " - "	9 18 6	June 22, 1848					
" " - "	12 16 9	Oct. 29, 1850					
" " - "	3 3 0	April 29, 1855					
" " - "	6 2 6	Sept. 11, 1855					
Waltham, Great, National and Sunday School - -	240 0 0	Sept. 16, 1847	4 3 4	42 0 0	- -	57 18 4	3 0 0
" " - -	28 1 6	Aug. 3, 1854					
Waltham Abbey - N.S.	- - -	- - -	- -	31 5 0	- -	- - -	18 0 0
Waltham Abbey - B.S.	60 0 0	Mar. 9, 1842					
" " -	50 0 0	Aug. 21, 1845					
Walthamstow, Chapel End, St. John's - N.S.	*50 0 0	Nov. 11, 1835					
Walthamstow, St. Mary's - - N.S.	- - -	- - -	1 0 7½	37 0 0	- -	266 6 8	
Wanstead - - N.S.	- - -	- - -	- -	21 10 0			
Warley, Great - N.S.	40 0 0	Aug. 9, 1843					
Wenden-Lofts and Elmden - - N.S.	75 0 0	Nov. 22, 1844	2 6 8½				
Wethersfield - N.S.	130 0 0	Feb. 8, 1844	3 18 0	- -	- -	- - -	3 12 0
Wicken Bonant - N.S.	*20 0 0	Apr. 13, 1839					
Willingale Doe - N.S.	*39 0 0	Aug. 7, 1839	2 1 4				
Witham, Boys, Girls, and Infants - N.S.	228 10 0	Aug. 8, 1842	6 7 10¼	69 0 0	- -	472 11 8	29 4 0
" " - "	27 17 4	Sept. 30, 1853					
Witham - - B.S.	*150 0 0	Oct. 18, 1837					
Wivenhoe - - N.S.	276 0 0	Nov. 24, 1849	5 12 9½	37 10 0	- -	283 8 4	37 8 0
" - - "	16 10 0	Feb. 14, 1853					
Wix - - - N.S.	65 0 0	Dec. 28, 1844					
Woodham Ferrers N.S.	106 0 0	Jan. 29, 1848					
GLOUCESTERSHIRE.							
Almondsbury - N.S.	*80 0 0	Nov. 19, 1834	2 15 6½	20 12 6	- -	229 0 0	26 13 0
" - - "	3 5 0	July 20, 1847					
" - - "	66 0 0	July 12, 1848					
" - - "	25 3 10	June 21, 1855					
Alstone - - N.S.	- - -	- - -	- -	- -	- -	71 13 4	
Alveston - - N.S.	*40 0 0	Apr. 1, 1837	2 3 4				
Arlingham, Endowed, N.S.	91 17 6	Feb. 3, 1853					
Ashchurch - - N.S.	62 10 0	Oct. 4, 1842					
Ashelworth - - N.S.	42 0 0	Aug. 16, 1842					
Avening - - N.S.	100 0 0	Nov. 24, 1843	7 2 10	31 5 0	- -	261 14 2	8 4 0
Badgworth - - N.S.	20 0 0	May 19, 1842					
Bicknor, English - N.S.	*34 0 0	Sept. 11, 1834					
" " - "	*45 0 0	Apr. 10, 1839					
Bitton - - - N.S.	- - -	- - -	3 0 10				
Blaisdon - - N.S.	69 0 0	Feb. 28, 1848					
Bourton-on-the-Water - - N.S.	152 0 0	May 14, 1851					
Brimpsfield - - N.S.	37 0 0	May 10, 1842					
Brimscombe - - N.S.	- - -	- - -	- -	44 15 0	- -	17 1 8	1 5 0
Bristol, Brandon Hill, St. George's N.S.	- - -	- - -	6 18 9	43 13 0	- -	140 0 0	
Bristol, Deighton Street - - - R.C.	- - -	- - -	- -	- -	- -	21 15 0	

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	Amount.	Date of Payment.					
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bristol, Bread Street, St. Philip's - Rag. Sch.	- - -	- - -	2 0 9				
Bristol (Hannah More's), Boys, Girls, and Infants - - N.S.	120 0 0	July 18, 1846	16 14 10½	267 6 8	- -	1,648 10 10	
" " - "	60 10 0	Oct. 7, 1847					
" " - "	28 0 0	Mar. 9, 1849					
" " - "	14 10 0	Mar. 28, 1851					
" " - "	13 6 8	Oct. 6, 1851					
Bristol, Incorporation Poor School, P.U.	- - -	- - -	- -	- -	- -	15 13 4	
Bristol, Lewin's Mead - - - B.S.	- - -	- - -	17 10 10½	272 14 2	- -	946 7 8	
Bristol, Montpelier, St. Andrew's - N.S.	150 0 0	Nov. 24, 1849					
Bristol, Pennywell Road, Industrial -	- - -	- - -	- -	18 15 0			
Bristol, Red Cross Street, Boys and Girls - - - B.S.	75 0 0	Oct. 30, 1850	18 18 8½	82 13 4	- -	1,386 0 10	
" " - "	80 0 0	Feb. 16, 1853					
" " - "	45 0 0	Oct. 19, 1854					
Bristol, St. Augustine's - - N.S.	308 0 0	Aug. 27, 1850	2 16 9	64 7 6	- -	56 5 0	
Bristol, St. George's Rag. Sch.	- - -	- - -	2 1 2				
Bristol, St. James Back - - Rag. Sch.	- - -	- - -	1 9 2	- -	- -	65 0 0	
Bristol, St. James' and St. Paul's Benevolent Society, N.S.	200 0 0	July 12, 1853	9 8 1½	25 0 0	48 6 8	111 10 0	
Bristol, St. Joseph's R.C.	- - -	- - -	8 16 0½	- -	- -	171 0 0	
Bristol, St. Jude's - N.S.	190 0 0	Nov. 26, 1846					
" - - "	153 0 0	May 8, 1852					
Bristol, St. Mary's on the Quay - R.C.	- - -	- - -	3 6 8	- -	- -	13 2 6	
Bristol, St. Michael's, Boys, Girls, and Infants - - N.S.	- - -	- - -	5 9 11	90 18 4	- -	356 3 4	
Bristol, St. Michael's Rag. Sch.	- - -	- - -	1 1 4				
Bristol, St. Nicholas' Toleutine - - R.C.	- - -	- - -	4 0 0½	- -	- -	5 0 0	
Bristol, St. Paul's - Par.	- - -	- - -	3 10 1	60 5 0	- -	226 0 0	
Bristol, St. Peter's N.S.	184 0 0	Nov. 6, 1855	3 6 8				
Bristol, St. Simon's N.S.	90 0 0	Oct. 29, 1845					
Bristol, Trinity, St. Philip's - Rag. Sch.	- - -	- - -	1 1 5				
Broadwell, St. Paul's, Ch.S.	75 0 0	Dec. 31, 1851	1 9 4				
Brockworth - - N.S.	*30 0 0	Mar. 18 1837					
Bussage - - N.S.	53 0 0	Sept. 28, 1850	- -	15 0 0	- -	- - -	2 8 0
Cainscross - - N.S.	*55 0 0	Dec. 22, 1838	7 16 1½	96 5 0	- -	373 11 8	26 4 0
" - - "	60 0 0	Mar. 22, 1844					
" - - "	263 8 0	Sept. 25, 1855					
Cam, Upper, Boys - N.S.	*192 0 0	Jan. 4. 1837	2 5 8¼				
Campden, Chipping, Boys - - - N.S.	*56 0 0	Feb. 9, 1839					
Cerney, North - N.S.	80 0 0	Feb. 3, 1844	2 16 5½	52 7 6	- -	273 10 0	
" " - "	30 0 0	May 28, 1850					
" " - "	26 4 0	May 28, 1850					
" " - "	19 5 7	Oct. 25, 1855					
Cerney, South - N.S.	- - -	- - -	1 8 4½				
Chalford - - N.S.	100 0 0	Feb. 15, 1843	10 4 7¼	92 10 0	- -	420 0 0	45 16 0
" " - - "	41 18 8	Sept. 15, 1848					
" - - - "	55 0 0	Jan. 9, 1849					
" - - - "	17 14 0	Mar. 23, 1849					
" - - - "	34 2 6	Aug. 13, 1852					
Charlton, King's - N.S.	*60 0 0	Oct. 28, 1837	1 7 4¼	- -	- -	32 10 0	4 4 0
Charlton, King's, Girls - - - N.S.	* * *	- - -	* -	2 15 0	- -	34 0 0	31 6 0

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	Amount.	Date of Payment.					
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cheltenham - - B.S.	*125 0 0	Apr. 11, 1838	16 15 5½	78 7 6	- -	452 0 0	
" - - "	23 6 8	Sept. 6, 1853					
" - - "	10 10 0	Aug. 17, 1855					
Cheltenham (Bath Road), Boys and Girls - - N.S.	- - -	- - -	5 16 6½	86 17 6	- -	728 13 0	
Cheltenham (Bath Road, (Exmouth Street, Naunton, Infants - - -	- - -	- - -	2 3 11½	- -	- -	41 10 0	
Cheltenham, Bethesda - - - Wes.	76 10 0	Dec. 17, 1851	6 5 7¼	74 15 0	- -	102 0 0	
" - - "	6 10 0	Nov. 2, 1854					
Cheltenham, Ch.Ch. N.S.	- - -	- - -	9 16 9	119 2 6	- -	419 1 8	
Cheltenham, Holy Trinity, Boys and Girls - - - N.S.	- - -	- - -	12 4 10½	138 10 0	- -	895 2 6	
Cheltenham, Holy Trinity, Infants (Fairview Place) N.S.	- - -	- - -	6 2 8¾	- -	- -	385 0 0	
Cheltenham, Old Charity - - N.S.	180 0 0	Jan. 12, 1850	6 19 6¾	108 0 0	- -	407 10 0	
Cheltenham, St. James', Boys and Girls - N.S.	- - -	- - -	6 15 11½	6 13 4	- -	305 10 0	
Cheltenham, St. John's, Boys and Girls - N.S.	83 0 0	Mar. 24, 1842	3 19 2	79 0 0	- -	482 17 6	
" - - "	12 0 0	Nov. 18, 1847					
Cheltenham, Saint Mary's, Juvenile and Infant - N.S.	- - -	- - -	6 15 10	119 0 0	- -	344 15 0	
Cheltenham, St. Paul's, Model - Ch.S.	42 0 0	Mar. 15, 1850	9 16 1½	278 16 8	27 1 8	980 13 4	
" " - "	250 0 0	July 25, 1850					
" " - "	700 0 0	Sept. 12, 1854					
Cheltenham, Training - Ch. of Eng.	- - -	- - -	- -	220 10 0			
Chipping - - N.S.	*110 0 0	Sept. 22, 1838					
Cirencester, Endowed - Ch. of Eng.	- - -	- - -	- -	- -	- -	10 10 0	
Cleeve, Bishop's - N.S.	135 0 0	July 3, 1846					
Clifton - - - N.S.	*400 0 0	Aug. 5, 1835	18 13 0¼	146 0 0	- -	910 4 2	
" " - "	74 0 0	Apr. 13, 1848					
" " - "	24 12 0	Sept. 27, 1850					
" " - "	5 0 0	Sept. 1, 1854					
Clifton, Berkeley Place, Infants - N.S.	189 15 0	May 2, 1851					
Clifton - - - B.S.	*150 0 0	Nov. 26, 1836					
Clifton - - - P.U.	- - -	- - -	- -	- -	- -	59 0 0	
Clifton (Church of the Apostles) - R.C.	- - -	- - -	2 10 0	- -	- -	80 16 8	
Coates - - - N.S.	51 0 0	Oct. 15, 1849					
Coleford - - - N.S.	*150 0 0	Sept. 5, 1838					
Corse - - - N.S.	70 0 0	Dec. 26, 1855					
Cranham - - N.S.	35 0 0	Mar. 2, 1846					
Cromhall - - N.S.	- - -	- - -	1 0 2				
Dean Forest, St. Paul's, (Oldcroft and Slade) Middle N.S.	150 0 0	Feb. 2, 1852					
" - "	27 5 0	Mar. 22, 1854					
Dean Forest, Holy Trinity - - N.S.	50 0 0	Sept. 13, 1848	2 15 1	21 5 0	- -	100 17 6	14 13 0
Dean Forest, St. Paul's, at Park End - - - N.S.	105 0 0	Feb. 16, 1846	1 19 8¾				
" " "	6 3 0	July 3, 1848					
" " "	50 0 0	Nov. 6, 1855					
Dean Forest, Viney Hill, Blakeney Woodside, and Blakeney, Infants Ch.S.	142 10 0	Jan. 7, 1853	1 9 11½				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Mean Forest, Ch.Ch., (Berry Hill) - N.S.	97 10 0	Mar. 4, 1854	2 2 2½	- -	- -	- - -	5 15 0
Mean, Little - - N.S.	180 0 0	Aug. 18, 1848					
" - - "	20 0 0	Feb. 15, 1849					
Newnend - - N.S.	*150 0 0	Oct. 13, 1841					
Trumbleton - - N.S.	- - -	- - -	1 6 8½	24 0 0	- -	1 5 0	
Untisbourne Abbots - - N.S.	35 0 0	Feb 24, 1846					
Wuridham Down, St. John's - - N.S.	515 0 0	Nov. 23, 1851	1 14 2	61 2 6	- -	36 10 0	
Wursley - - - N.S.	*200 0 0	June 28, 1834	5 9 0	56 16 8	- -	378 14 2	20 17 0
" - - "	70 0 0	June 2, 1854					
" - - "	21 15 6	Jan. 13, 1855					
Yastington - - N.S.	- - -	- - -	3 5 3½	16 0 0			
Ybley - - - B.S.	150 0 0	Aug. 12, 1840					
" - - "	150 0 0	Mar. 14, 1845					
" - - "	167 0 0	Sept. 12, 1846					
Yairford, Endowed N.S.	86 10 0	Jan. 31, 1849	4 13 4	26 0 0	- -	311 15 0	22 11 0
Yorthampton - N.S.	- - -	- - -	1 1 6	- -	- -	105 0 0	26 1 0
Yrampton Cotterell N.S.	80 0 0	Apr. 22, 1843	1 2 8				
" "	50 0 0	Jan. 26, 1855					
" "	40 0 0	Aug. 14, 1855					
Yrampton Cotterell B.S.	139 0 0	Oct. 5, 1846	- -	- -	- -	78 0 0	
Yrampton-on-Severn N.S.	70 0 0	Nov. 9, 1843	1 5 2½				
Yrethorne - - N.S.	*33 0 0	Jan. 27, 1838					
Gloucester, Ch. Ch. N.S.	- - -	- - -	2 0 0½	2 10 0	- -	3 15 0	
Gloucester, St. Mark's (Kingsholme) - N.S.	100 0 0	May 17, 1842	- -	- -	- -	37 5 0	17 6 0
Gloucester, St. John's, N.S.	115 0 0	Feb. 2, 1848	1 6 8				
" " - "	10 5 0	Dec. 19, 1853					
Gloucester, St. James' N.S.	565 0 0	Dec. 7, 1844 -	4 16 3½	112 15 0	- -	691 0 0	16 4 0
Gloucester - - N.S.	- - -	- - -	3 6 8	28 17 6	27 10 0	203 6 8	
Gloucester, St. Catherine's - - N.S.	*100 0 0	Feb. 11, 1836					
Gloucester, St. Michael's - - N.S.	230 0 0	Apr. 20, 1848	- -	- -	- -	95 10 0	
Gloucester, Boys, Industrial Ragged -	70 0 0	Dec. 1, 1853	1 17 2				
Gloucester - - B.S.	250 0 0	Aug. 28, 1841	7 13 3½	95 0 0	14 11 8		
Gloucester, Bristol, and Oxford Diocesan, Practising School - - -	- - -	- - -	- - -	20 0 0	- -	7 5 0	1 15 0
Hanham - - N.S.	100 0 0	May 22, 1840	5 9 3½	27 10 0	- -	207 3 4	18 18 0
" - - "	25 0 0	Aug. 5, 1847					
" - - "	25 3 0	Mar. 3, 1852					
" - - "	17 10 0	Aug. 17, 1855					
Hardwick Reformatory School - "	- - -	- - -	- - -	15 0 0			
Hawkesbury - N.S.	175 0 0	Nov. 9, 1847	2 14 2½	50 12 6	- -	52 10 0	9 18 0
" - - - "	4 11 4	Mar. 31, 1853					
Hawthorne - - Ch.S.	- - -	- - -	1 2 2				
Horfield - - N.S.	*41 0 0	July 31, 1839					
Hemerton - - N.S.	60 0 0	Mar. 25, 1846	2 10 0	- -	- -	50 0 0	8 4 0
" - - "	7 14 0	Aug. 12, 1848					
Hemerton - - R.C.	52 10 0	Oct. 12, 1852					
Hingsdown, St. Matthew's - - N.S.	401 5 0	Nov. 5, 1850	4 9 4	42 15 0	- -	104 15 0	
Hingswood Hill - Wes.	- - -	- - -	6 7 6½	25 16 8	- -	39 0 0	6 14 0
Heckhampton - N.S.	54 0 0	May 29, 1841	1 12 0				
Hechlade - - N.S.	*60 0 0	Jan. 30, 1836					
Harston Sicca - N.S.	113 0 0	July 19, 1850	1 6 8				
Hinchinhampton - Par.	- - -	- - -	- -	57 16 8	- -	152 0 0	7 5 0
Hinchinhampton - B.S.	- - -	- - -	1 16 8	- -	- -	- - -	1 4 0
Hisarden - - N.S.	35 0 0	Dec. 30, 1842					
Horton-in-the-Marsh - - B.S.	- - -	- - -	2 16 4½	- -	- -	35 0 0	10 13 0
Hailsworth - - B.S.	*100 0 0	Oct. 27, 1838					

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	Amount.	Date of Payment.					
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Newent - - - N.S.	354 0 0	Sept. 2, 1848	3 5 5½				
Newnham - - N.S.	*50 0 0	Nov. 4, 1835					
Oddington - - N.S.	50 0 0	Jan. 2, 1845	2 7 0½	55 10 0	- -	48 15 0	8 12 0
" - - - "	47 0 0	Mar. 11, 1847					
" - - - "	15 1 6	Feb. 14, 1850					
" - - - "	20 0 0	Jan. 18, 1854					
Oldland - - - N.S.	*100 0 0	July 15, 1838	4 12 0½	15 0 0	- -	32 6 8	5 17 0
" - - - "	25 0 0	July 20, 1846					
" - - - "	46 13 4	Apr. 13, 1850					
" - - - "	62 10 0	Oct. 18, 1855					
Oldland Common B.S.	- - -	- - -	4 19 2½				
Oldbury-on-Severn N.S.	170 8 0	Nov. 13, 1855					
Olveston - - N.S.	*75 0 0	Jan. 11, 1837	2 0 0				
Painswick, Boys and Girls - - N.S.	393 0 0	Sept. 23, 1847	6 2 10½	83 2 6	12 10 0	90 5 0	12 6 0
Painswick, The Slad or Holy Trinity - N.S.	*53 0 0	June 23, 1838					
Pauntley - - N.S.	- - -	- - -	- - -	67 1 8	- -	99 11 8	30 0 0
Prestbury - - N.S.	*50 0 0	Apr. 13, 1836	3 0 2	- -	- -	26 13 4	9 14 0
Puckeldchurch - N.S.	60 0 0	Nov. 24, 1845	- -	- -	- -	2 10 0	
Quedgeley - - N.S.	- - -	- - -	0 19 5½	12 0 0	- -	- - -	10 19 0
Risington, Great - N.S.	41 0 0	Nov. 2, 1842	1 1 2½				
Risington, Little - N.S.	50 0 0	Jan. 13, 1841	1 3 4	- -	- -	52 10 0	
Rodborough, King's Court - - B.S.	*70 0 0	Jan. 26, 1839					
Sandhurst - - N.S.	106 0 0	Nov. 27, 1848					
Shipton Moyne - N.S.	60 0 0	Nov. 14, 1845	3 6 7½	20 12 6	- -	- - -	18 9 0
Shirehampton - N.S.	40 0 0	Dec. 15, 1846	1 4 7	- -	- -	12 10 0	
" - - - "	34 0 0	June 10, 1848					
Siston - - N.S.	*75 0 0	June 27, 1838					
Sodbury, Chipping N.S.	125 0 0	Mar. 18, 1853	2 0 3½	- -	- -	17 10 0	5 4 0
Sodbury, Old - N.S.	50 0 0	Mar. 18, 1849	2 4 0				
Stanley, St. Leonard's N.S.	- - -	- - -	1 7 4½				
Stapleton (Dr. Bell's) N.S.	243 15 0	Oct. 21, 1851	3 6 8½	49 12 6	- -	35 13 8	
Stoke Orchard - N.S.	45 0 0	Mar. 28, 1845					
Stow-on-the-Wold, Endowed - - N.S.	60 0 0	Sept. 11, 1845	4 10 0½	- -	- -	116 6 8	24 10 0
" " - "	4 4 0	Sept. 14, 1847					
" " - "	28 0 0	Aug. 29, 1853					
Stroud, Boys, Girls, and Infants - N.S.	*100 0 0	Mar. 14, 1835	2 0 0	17 17 6	- -	178 8 4	
" - - - "	429 0 0	May 22, 1845					
" - - - "	8 0 0	Sept. 1, 1849					
Stroud (Ham Mills) B.S.	*150 0 0	Aug. 1, 1840	- -	11 18 4			
Tetbury, Boys, Girls, and Infts. N.S.	*145 0 0	Apr. 26, 1837	13 17 1	- -	- -	553 0 0	
" - - - "	182 0 0	Jan. 10, 1851					
" - - - "	14 13 4	Feb. 16, 1854					
Tewkesbury - - B.S.	- -	- - -	2 7 0½	45 7 6	- -	97 1 8	
Tewkesbury, Boys, Girls, and Infts. N.S.	240 0 0	May 11, 1843	8 2 3½	80 0 0	- -	348 10 0	
" - - - "	6 6 0	Apr. 14, 1848					
" - - - "	60 0 0	Nov. 5, 1853					
Tewkesbury, Trinity, Infants - N.S.	- - -	- - -	- - -	78 7 6	- -	365 11 8	
Thornbury - - N.S.	*130 0 0	Oct. 18, 1837	3 1 7½	85 0 0	- -	215 0 0	13 4 0
" - - - "	31 7 0	Apr. 30, 1849					
Tirley - - N.S.	35 0 0	Nov. 22, 1842	15 2				
Tormarton, Boys, Girls, and Infts. - N.S.	50 0 0	Oct. 10, 1854	- -	58 10 0	- -	32 10 0	11 12 0
Tortworth - - B.S.	- - -	- - -	3 0 0	3 15 0	- -	66 10 0	17 2 0
Twining - - N.S.	64 0 0	May 20, 1842					
Uley - - - N.S.	- - -	- - -	2 15 9½	53 15 0	- -	99 15 0	15 16 0
Upton, St. Leonard's - - - N.S.	- - -	- - -	7 14 4½	25 0 0	10 8 4	296 13 4	30 10 0
Upleadon - - N.S.	- - -	- - -	1 2 10½				
Westbury-on-Severn N.S.	80 0 0	Apr. 4, 1850	2 3 4				

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	Amount.	Date of Payment.					
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Westbury-on-Trym Girls and Infts. - N.S.	8 10 0	May 25, 1853	3 19 2	37 11 8	- - -	136 18 4	
" " - "	9 0 0	Oct. 20, 1854					
" " - "	12 6 8	Oct. 17, 1855					
Westbury-on-Trym, (Edmund's Endowed) - - N.S.	- - -	- - -	3 18 9	- - -	- - -	174 6 8	
Westerleigh - N.S.	67 0 0	July 3, 1844	3 4 0				
" - - "	23 19 2	Dec. 19, 1849					
Weston-Sub-Edge - N.S.	- - -	- - -	1 13 4½				
Whiteshill - - N.S.	35 0 0	Dec. 24, 1845	1 9 3½	- - -	- - -	- - -	7 0 0
" - - "	15 15 0	Jan. 25, 1849					
Whitminster - N.S.	90 0 0	June 11, 1851					
Winstone - - N.S.	*26 0 0	Aug. 10, 1839					
Winterbourne - N.S.	- - -	- - -	- - -	- - -	- - -	199 16 8	12 0 0
Wotton-under-Edge - - B.S.	15 0 0	May 10, 1855	3 15 9½	34 10 0	- - -	167 15 0	14 1 0
Yate - - - N.S.	105 0 0	Mar. 16, 1855					
HAMPSHIRE.							
Abbott's Ann - N.S.	- - -	- - -	- - -	124 16 8	50 0 0	323 3 4	15 2 0
Alresford (The Grange) - - N.S.	- - -	- - -	1 6 8	50 0 0	- - -	15 0 0	
Alresford, Old - N.S.	- - -	- - -	3 19 2	27 10 0	- - -	385 10 0	
Alresford, New - N.S.	*80 0 0	July 27, 1836	3 6 8½	35 16 8	- - -	36 6 8	6 1 0
Alton - - N.S.	- - -	- - -	6 3 8½	46 13 4	- - -	509 0 0	6 6 0
Alton, Boys - B.S.	- - -	- - -	8 7 11½	142 16 8	- - -	569 16 8	44 7 0
Alverstoke, Boys, Girls, and Infts. - N.S.	174 0 0	Dec. 18, 1842	7 12 11½	197 16 8	50 0 0	493 16 8	41 1 0
" - - "	52 10 0	Apr. 23, 1851					
Alverstoke, New Town, Infants - N.S.	200 0 0	Aug. 9, 1854					
" - - "	64 12 0	Jan 24, 1855					
Andover - - N.S.	- - -	- - -	- - -	- - -	- - -	156 12 1	
Andover - - B.S.	*170 0 0	July 21, 1834					
Basingstoke - - P.U.	- - -	- - -	- - -	- - -	- - -	10 0 0	
Baughurst - - N.S.	50 0 0	Oct. 11, 1843					
" - - "	25 0 0	June 21, 1844					
Beechwood - B.S.	- - -	- - -	8 15 3	75 15 0	- - -	271 0 0	33 10 0
Bentley - - N.S.	100 0 0	June 24, 1843	6 19 4½	14 3 4	- - -	450 18 4	22 11 0
Bighton - - N.S.	- - -	- - -	2 5 1½	58 3 4	- - -	100 0 0	
Binstead (I. of W.) N.S.	198 17 6	Apr. 13, 1855					
Bishopstoke - - N.S.	68 0 0	Jan. 1, 1844 -	2 16 2	50 0 0	- - -	212 0 0	14 2 0
" - - "	6 7 0	Feb. 11, 1847					
Bitterne - - N.S.	- - -	- - -	4 0 7½	11 5 0	- - -	73 0 0	13 12 0
Boldre, East - N.S.	72 0 0	Sept. 20, 1842	1 0 7½	- - -	- - -	161 10 0	
Bournemouth - N.S.	- - -	- - -	- - -	10 0 0	- - -	75 0 0	6 17 0
Brading - - N.S.	136 0 0	Feb. 23, 1844	1 11 0½	16 12 6			
Brading - - B.S.	291 0 0	Aug. 25, 1847	1 0 11½				
Bransgore - - N.S.	50 0 0	Jan. 10, 1854					
Brixton (I. of W.) - N.S.	*80 0 0	June 7, 1837	5 4 0½	102 13 4	- - -	160 10 0	14 14 0
Broughton - - N.S.	*20 0 0	Nov. 18, 1835					
Buriton - - N.S.	- - -	- - -	1 9 4½	26 13 4	- - -	61 5 0	
Burley - - - N.S.	45 0 0	Feb. 23, 1842	- - -	- - -	- - -	65 0 0	
Burley-Ville - - N.S.	228 0 0	Aug. 16, 1855	1 7 3½				
Bursledon - - N.S.	*48 0 0	May 30, 1836					
Calbourne (I. of W.) N.S.	*60 0 0	Jan. 25, 1837	2 1 1½	- - -	- - -	97 10 0	4 0 0
" - - "	45 0 0	Aug. 11, 1849					
Candover, Brown - - -	- - -	- - -	3 0 0	55 0 0	- - -	89 6 0	
Carisbrooke (I. of W.) N.S.	50 0 0	July 8, 1843	0 18 1½	- - -	- - -	45 0 0	
" " - "	22 1 0	July 6, 1855					
Catherington - - N.S.	80 0 0	Aug. 10, 1852	1 0 2				
Chawton - - N.S.	- - -	- - -	- - -	41 13 4	- - -	209 10 0	19 17 0
Chilbolton - - N.S.	35 0 0	Mar. 15, 1844					
Christ Church - P.U.	- - -	- - -	- - -	- - -	- - -	48 15 0	
Colden Common - N.S.	97 0 0	Sept. 3, 1845					
Colmere and Pryors Dean - - N.S.	38 0 0	Apr. 11, 1848	0 13 10				

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	Amount.	Date of Payment.					
HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Compton - - N.S.	20 0 0	Aug. 28, 1841	2 1 8	- - -	- - -	90 0 0	
Cowes, East - - N.S.	*75 0 0	Sept. 28, 1836	2 13 4½				
Cowes, West - B.S.	*80 0 0	Mar. 10, 1838					
Crawley - - P.U.	- - -	- - -	- - -	30 5 0	- -	32 10 0	5 0 0
Crondall, Endowed N.S.	*52 0 0	Jan. 9, 1836	4 7 6½	- -	- -	67 10 0	
" Girls - N.S.	- - -	- - -	- - -	- -	- -	- - -	4 0 0
Crookham Crondall -	150 0 0	July 26, 1844					
Crux Easton - N.S.	60 0 0	Mar. 13, 1840					
Curdridge - - N.S.	*30 0 0	Aug. 28, 1839					
Dummer - - N.S.	20 0 0	May 3, 1847					
Easton - - - N.S.	- - -	- - -	- - -	- - -	- - -	25 0 0	
Eling, North - N.S.	80 0 0	Apr. 13, 1844					
" - - "	45 0 0	Mar. 6, 1854					
Elson - - - N.S.	158 0 0	July 10, 1850	3 6 8½	- -	- -	17 10 0	2 12 0
Empshott - - N.S.	31 10 0	June 17, 1854					
Farcham (Crocker Hill) - - - N.S.	61 0 0	Feb. 15, 1849	9 4 9½	77 0 0	- -	273 11 8	12 12 0
" " - "	100 0 0	Jan. 12, 1853					
Farcham - - B.S.	*80 0 0	Dec. 10, 1836					
Faringdon, (near Alton) - - N.S.	- - -	- - -	- - -	- - -	- -	124 1 8	4 8 0
Fawley - - N.S.	- - -	- - -	- - -	15 3 4	- -	212 0 0	21 19 0
Fordingbridge - N.S.	*115 0 0	June 24, 1837	6 0 4½	46 13 4	- -	364 13 4	22 15 0
Fordingbridge - B.S.	- - -	- - -	4 1 4½	- -	- -		
Fratton - - N.S.	*62 10 0	Nov. 5, 1834					
Freshwater - - N.S.	180 0 0	July 10, 1850	3 6 8				
Gosport (Preparatory School) - N.S.	- - -	- - -	1 6 10½	5 7 6	- -	163 11 8	
Gosport, St. Matthew's - - N.S.	400 0 0	Sept. 6, 1845	7 4 3½	100 5 0	- -	271 9 2	
Grateley - - N.S.	40 0 0	Mar. 4, 1846					
Hambledon - N.S.	226 0 0	Apr. 2, 1850 -	21 4 7½	- -	- -	- - -	7 6 0
Hamble-le-Rice - N.S.	53 0 0	Feb. 3, 1843					
Hannington - - N.S.	60 0 0	May 13, 1845					
Hartley Wintney (Infants only) - N.S.	70 0 0	June 16, 1846					
Havant and Bedhampton - - N.S.	50 0 0	June 19, 1847	3 12 6½	53 12 6	- -	17 10 0	17 17 0
" " - "	2 0 0	Mar. 13, 1852					
" " - "	2 15 0	Oct. 20, 1854					
Havant - " - - B.S.	*75 0 0	Dec. 30, 1835					
Hawley - - N.S.	*50 0 0	June 10, 1835					
Headley - - N.S.	*42 0 0	Jan. 12, 1839	2 3 4½				
Holdenhurst - N.S.	45 0 0	Oct. 23, 1845					
Hook Common - N.S.	70 0 0	Nov. 24, 1843	- -	30 0 0			
" - - "	14 0 0	Sept. 9, 1847					
Hurstbourne Tarrant - - - N.S.	150 0 0	Nov. 8, 1847					
Hyde, St. Bartholomew's - - N.S.	70 0 0	Mar. 22, 1847	3 13 8½	85 0 0	- -	158 4 2	
" " - "	9 0 0	June 22, 1848					
" " - "	18 0 0	Mar. 23, 1849					
" " - "	50 0 0	Aug. 3, 1855					
Isle of Wight - P.U.	- - -	- - -	- - -	- - -	- - -	89 11 8	
Itchen, St. Mary's - N.S.	175 0 0	Feb. 20, 1850	2 18 0				
Kingsley - - N.S.	50 0 0	July 1, 1852					
" - - "	23 0 0	Nov. 25, 1854					
Kingston Cross - N.S.	*62 10 0	Nov. 5, 1834					
Kingsworthy - N.S.	- - -	- - -	2 1 8½	- -	- -	75 0 0	11 15 0
Longstock - - N.S.	- - -	- - -	- - -	12 0 0	- -	32 10 0	
Lymington - - N.S.	*150 0 0	Nov. 12, 1836	3 19 3½	66 13 4	- -	309 15 0	
Lyndhurst - - N.S.	264 0 0	Aug. 9, 1850	4 16 4½	125 15 0	- -	324 0 0	26 16 0
Lyss - - - N.S.	30 0 0	Jan. 2, 1841	1 4 1				
Medsted - - N.S.	54 0 0	Mar. 25, 1845					
Medine, East, Schoolmasters' Association - - N.S.	- - -	- - -	0 15 0				
Meon, East - - N.S.	184 0 0	Oct. 2, 1845	2 16 0	- - -	- - -	- - -	4 12 0
Meon, West - - N.S.	229 10 0	Feb. 18, 1853	2 2 0½	23 10 0	- - -	331 15 0	24 2 0
Meonstoke - - N.S.	45 0 0	June 30, 1842	- - -	- - -	- - -	- - -	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Milford - - N.S.	37 10 0	Jan. 15, 1842					
Milton - - N.S.	*50 0 0	June 21, 1837	1 0 0				
" - - -	41 16 0	June 4, 1851					
Newport - - N.S.	- - -	- - -	6 9 8½	104 17 6	- -	440 13 4	
Newport - - B.S.	*100 0 0	June 24, 1837					
" - - "	100 0 0	Sept. 16, 1846					
Newtown, - - Ch.S.	- - -	- - -	0 18 8	- -	- -	15 0 0	5 8 0
Oakfield, St. John's N.S.	90 0 0	Apr. 27, 1846	4 16 0½	- -	- -	186 3 4	
" " - "	14 15 0	Dec. 6, 1849					
" " - "	42 10 0	Nov. 26, 1852					
Oakley, Church - N.S.	- - -	- - -	- - -	- -	- -	16 13 4	10 15 0
Odiham - - N.S.	120 0 0	Oct. 13, 1840	6 13 0	5 0 0	- -	151 4 2	9 10 0
" - - "	7 14 0	Nov. 26, 1852					
" - - "	32 0 0	Dec. 5, 1853					
Overton - - N.S.	*77 0 0	Jan 12, 1839					
" - - "	306 0 0	May 11, 1849					
Owslebury - N.S.	34 0 0	June 9, 1841	1 5 4				
Petersfield - - N.S.	*126 0 0	June 21, 1837	5 0 0½	116 6 8	- -	263 0 0	44 2 0
" - - "	687 0 0	Feb. 7, 1855					
Petersfield - - B.S.	- - -	- - -	4 12 6½	5 0 0	- -	40 13 4	16 13 0
Portsea, Church Schoolmasters' Association -	- - -	- - -	1 0 0½				
Portsea Island - P.U.	- - -	- - -	- - -	- -	- -	256 12 5	
Portsea - - R.C.	- - -	- - -	2 11 4				
Portsea, Beneficial Society's School -	*140 0 0	Oct. 21, 1837	8 12 2	87 0 0	- -	802 11 8	
Portsea, All Saints',							
" " - N.S.	139 0 0	May 13, 1847	10 5 11½	217 0 0	- -	1,037 8 4	
" " - "	4 14 8	July 3, 1848					
" " - "	30 0 0	July 15, 1851					
" " - "	197 10 0	Dec. 12, 1853					
" " - "	45 0 0	Mar. 7, 1855					
Portsea, Town, St. John's and Trinity N.S.	470 0 0	July 21, 1847	8 8 9	89 9 2	- -	459 8 4	
" " - "	13 6 8	Apr. 17, 1850					
Portsmouth, Royal Victoria Infant School, (Bath Square Point) -	100 0 0	Oct. 14, 1845					
" " - "	23 0 0	Feb. 8, 1849					
Portsmouth - - N.S.	100 0 0	Jan. 8, 1846	4 8 0½	124 0 10	- -	638 0 0	
Redhill, St. John's N.S.	108 0 0	Apr. 12, 1847					
Ringwood - - N.S.	360 0 0	Oct. 5, 1849	5 7 8½	56 3 4	- -	280 0 0	33 4 0
" - - "	125 0 0	July 15, 1851					
Romsey - - N.S.	50 17 6	Sept. 12, 1854	7 11 7½	61 13 4	- -	322 5 0	
Romsey - - B.S.	218 0 0	May 17, 1848	3 12 5½	45 8 4	- -	199 18 4	28 10 0
" - - "	86 0 0	Sept. 8, 1854					
Rumbridge - - N.S.	145 0 0	Aug. 28, 1845					
Ryde - - - N.S.	8 13 4	Aug. 6, 1850	8 0 8½	69 12 6	- -	347 10 0	
Ryde - - - B.S.	207 0 0	July 14, 1841					
Sarisbury - - N.S.	62 0 0	Sept. 9, 1847					
Selborne - - N.S.	73 0 0	Apr. 9, 1844	1 10 7	- -	- -	210 3 4	
Shalfleet - -Ch.S.	117 0 0	July 18, 1851	- - -	- -	- -	52 10 0	2 15 0
Sherfield, English - N.S.	60 0 0	Aug. 5, 1847	1 16 8				
Shidfield - - -	- - -	- - -	1 7 8				
Shirley - - N.S.	- - -	- - -	2 3 9½	64 13 4	- -	154 5 0	6 5 0
Somborne, King's - N.S.	160 0 0	Nov. 24, 1842	- -	215 3 4	- -	1,026 5 5	9 1 0
" - - "	74 0 0	Nov. 14, 1846					
" - - "	20 0 0	July 20, 1847					
Southampton, All Saints' - - N.S.	565 0 0	Aug. 6, 1850	7 19 11½	158 7 6	- -	358 10 0	
Southampton, St. Mary's, (Grove Street) - - N.S.	180 0 0	Nov. 24, 1841	6 1 2½	82 3 4	- -	474 6 8	
" " - "	100 0 0	Oct. 3, 1844					
" " - "	60 0 0	Sept. 1, 1854					
Southampton, St. Michael's - - N.S.	371 5 0	Sept. 6, 1853					
Southampton, Newtown District - N.S.	- - -	- - -	- - -	36 5 0	- -	63 0 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Southampton, Holy Trinity District - N.S.	700 0 0	Dec. 10, 1855	5 14 10½	8 6 8			
Southampton (Bedford Place) - N.S.	*100 0 0	July 16, 1836	- -	- -	- -	16 5 0	
Southampton - B.S.	*65 0 0	Mar. 18, 1835					
" - "	*150 0 0	May 15, 1839					
Southampton, St. Mary's - Rag. Sch.	268 15 0	Aug. 1, 1851					
Southsea, St. Jude's N.S.	390 0 0	Aug. 7, 1852	3 13 3½	85 10 0	- -	46 10 0	
Southsea, St. Paul's N.S.	316 10 0	Aug. 19, 1850					
" " - "	50 0 0	Mar. 6, 1852					
Sparsholt - - N.S.	32 0 0	Sept. 25, 1851					
Steep - - - N.S.	45 0 0	Oct. 23, 1844					
Stockbridge - - N.S.	- - -	- - -	- -	81 15 0	- -	212 10 0	
Stoneham, South, and Portswood - N.S.	153 0 0	Mar. 21, 1849	3 6 5½	50 0 0	- -	187 0 0	
Sutton, Long - -	66 0 0	Sept. 3, 1849					
Swanmore - - -	- - -	- - -	1 9 6½				
Sway - - - N.S.	50 0 0	Jan. 10, 1844	- -	- -	- -	- - -	10 11 0
Tichborne - - N.S.	45 0 0	Mar. 18, 1844	1 0 1	18 0 0	- -	115 0 0	
Timsbury - - N.S.	53 0 0	Apr. 27, 1848	0 16 8				
Tisted, East - N.S.	- - -	- - -	- -	10 0 0	- -	29 0 0	6 16 0
Totton - - B.S.	*50 0 0	Dec. 13, 1834					
Twyford - - N.S.	45 0 0	Dec. 15, 1843	3 16 5½	19 14 2	- -	218 0 0	13 12 0
" - - - "	21 0 0	Feb. 13, 1855					
Tytherley, East, Endowed	- - -	- - -	- -	- -	- -	17 10 0	
Tytherley, West - N.S.	- - -	- - -	- -	26 13 4	- -	186 1 8	3 5 0
Upham - - - N.S.	47 0 0	Feb. 11, 1848					
Wallop, Nether - N.S.	*46 0 0	May 1, 1839	- -	84 7 6			
Waltham, Bishop's N.S.	- - -	- - -	3 16 5½	102 10 0	- -	213 10 0	46 14 0
Waltham, North - N.S.	35 0 0	Apr. 23, 1853	1 10 0				
Warblington and Emsworth, - N.S.	*126 0 0	Feb. 6, 1839	3 16 3	7 10 0	- -	- - -	4 4 0
" - - - "	95 0 0	Dec. 7, 1846					
" - - - "	79 0 0	Jan. 12, 1853					
" - - - "	17 0 0	Mar. 20, 1855					
Wellow - - - N.S.	- - -	- - -	- -	62 10 0	- -	60 0 0	6 18 0
West-end - - N.S.	*72 0 0	Nov. 9, 1839					
Whippingham - N.S.	106 0 0	Mar. 14, 1851	1 16 7½				
Whitchurch - N.S.	256 0 0	Dec. 28, 1846	2 14 2	40 0 0	- -	93 15 0	15 14 0
" - "	26 0 0	Dec. 18, 1855					
Whitchurch - Wes.	- - -	- - -	3 0 0	33 0 0			
Wickham - - N.S.	- - -	- - -	- -	19 3 4			
Winchester, Trinity (late St. Maurice's), Boys and Girls - - - N.S.	145 0 0	Apr. 29, 1845	6 9 7½	198 15 0	- -	454 16 8	
" " - "	84 0 0	Mar. 13, 1849					
Winchester, St. Peter's (Cheesehill) N.S.	70 0 0	Feb. 23, 1842	- -	37 10 0	- -	100 0 0	
" " - "	55 0 0	Dec. 8, 1845					
Winchester, Central N.S.	- - -	- - -	6 0 0½	169 10 0	- -	608 1 8	
Winchester, St. Michael's - - N.S.	90 0 0	Mar. 7, 1850	3 6 0	170 17 6	- -	75 0 0	
Winchester, St. Thomas' - - N.S.	113 0 0	July 28, 1848	5 14 0½	82 6 8	- -	190 10 0	
" " - "	62 0 0	Jan. 26, 1850					
" " - "	25 0 0	July 29, 1854					
Winchester, Diocesan Training Sch.	- - -	- - -	7 4 1½				
Woodhay, East - N.S.	*50 0 0	Dec. 23, 1837					
Woolton Hill - N.S.	80 0 0	Dec. 6, 1850	2 3 11½	- -	- -	104 0 0	22 10 0
Wymering and Widley - - N.S.	130 0 0	Sept. 5, 1849					
Yarmouth - - N.S.	438 0 0	June 11, 1855	3 14 1½				

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	Amount.	Date of Payment.					
HEREFORDSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Almeley - - - N.S.	5 0 0	Sept. 11, 1850	1 11 3¼				
Ashperton and Canon Frome - N.S.	188 0 0	Sept. 5, 1855					
Ballingham - - N.S.	- - -	- - -	1 6 8				
Bosbury - - N.S.	118 10 0	Jan. 31, 1849	4 0 0	5 0 0	- -	326 6 8	5 0 0
" - - "	5 0 0	Mar. 27, 1849					
Brampton Brian - -	- - -	- - -	1 17 4	3 15 0			
Bridstow - - N.S.	90 0 0	Feb. 23, 1849	1 10 5½	20 0 0	- -	36 5 0	
Bromyard - - B.S.	- - -	- - -	2 7 8½	22 10 0	- -	52 10 0	12 12 0
Caple, King's - - N.S.	35 0 0	Feb. 22, 1843					
Clifford - - - N.S.	*50 0 0	Apr. 12, 1837					
Croft and Yarpole - N.S.	- - -	- - -	- - -	51 5 0	- -	102 0 0	3 11 0
Dilwyn - - - N.S.	115 0 0	June 16, 1846	3 12 7½	7 10 0	- -	143 13 4	9 1 0
Dynedor - - - N.S.	*35 0 0	Apr. 22, 1840					
Eaton-Bishop - N.S.	40 0 0	Dec. 6, 1844	- -	32 10 0	- -	32 10 0	13 1 0
" - - "	70 0 0	Apr. 5, 1852					
Ewyas Harold - N.S.	56 0 0	May 18, 1846					
Frome, Bishop's - N.S.	80 0 0	Feb. 23, 1844					
" - - "	25 0 0	Jan. 31, 1849					
Goodrich - - N.S.	311 14 0	Mar. 18, 1854	2 3 4½	23 7 6	- -	17 14 2	3 12 0
Hatfield - - N.S.	- - -	- - -	- -	28 8 4	- -	92 14 2	
Hentland and Hoarwithy - - - Par.	- - -	- - -	- -	8 6 8			
Hereford, St. Peter's, N.S.	*290 0 0	Feb. 6, 1839	- -	- -	- -	29 0 0	
" - - "	58 0 0	Aug. 9, 1842					
Hereford, Scudamore's Charity - N.S.	540 0 0	Jan. 10, 1854					
"	16 0 0	May 10, 1855					
Hereford, Blue Coat N.S.	- - -	- - -	- -	90 5 0	- -	239 15 0	
Hereford, St. Martin's - - - N.S.	- - -	- - -	1 6 7½				
Hope, Upper Hill - N.S.	225 16 1	Oct. 23, 1856					
Ivington, St. John's N.S.	80 5 0	Apr. 9, 1850	1 0 4				
Kentchurch, Endowed - - N.S.	45 0 0	Nov. 16, 1847					
Kingsland - - N.S.	75 0 0	Jan. 11, 1847					
Kingston and Thruxton - - - N.S.	90 0 0	Feb. 11, 1846					
Kington - - N.S.	*150 0 0	Feb. 14, 1838					
Ledbury - - N.S.	117 10 0	June 24, 1851	- -	23 10 0	- -	78 0 0	11 0 0
Leintwardine - N.S.	250 0 0	May 11, 1848	4 6 10½	35 15 0	- -	311 0 0	18 6 0
" - - "	11 4 4	Nov. 25, 1851					
Leominster, Boys, and Girls - - B.S.	- - -	- - -	5 10 3½	20 12 6	- -	21 0 0	
Leominster - - N.S.	- - -	- - -	1 12 11½	36 8 4			
Madley - - - N.S.	202 5 0	Aug. 23, 1853	- -	28 10 0	- -	15 0 0	
Mansel-Lacey - N.S.	172 5 0	Feb. 25, 1853	- -	30 0 0	- -	6 5 0	4 10 6
Marcle (Much) - N.S.	237 0 0	Jan. 17, 1853	2 11 9½	66 6 8	- -	66 0 10	7 0 0
Monkland - - N.S.	108 0 0	Jan. 27, 1854					
Orleton - - - N.S.	312 0 0	July 11, 1855	2 0 0½				
Ross and Archenfield (Royal Victoria) - B.S.	*100 0 0	Mar. 25, 1837	- -	- -	- -	21 0 0	15 6 0
" " - "	*100 0 0	Oct. 29, 1837					
" " - "	250 0 0	Sept. 9. 1840					
" " - "	100 0 0	May 4, 1844					
" " - "	18 10 0	Feb. 15, 1855					
Scudamore - - N.S.	- - -	- - -	- -	60 10 0	- -	141 0 0	
Stoke Prior - - N.S.	33 10 0	Oct. 27, 1849					
" - - - "	16 15 0	Nov. 27, 1850					
Weobley - - - -	- - -	- - -	1 14 8½	40 10 0	- -	32 10 0	
Weonard's, Saint - N.S.	82 0 0	Oct. 26, 1847					
Whitney - - N.S.	42 0 0	Aug. 5, 1846					

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	Amount.	Date of Payment.					
HERTFORDSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Alban's, Saint - N.S.	*50 0 0	July 27, 1836					
" - - "	79 0 0	Apr. 15, 1848					
Alban's, Saint, St. Peter's - Ch.S.	100 0 0	Oct. 21, 1851					
Albury - - Ch. of E.	- - -	- - -	2 0 4	31 16 8	- -	19 3 4	
Amwell, Great - N.S.	- - -	- - -	1 14 0	22 0 0	- -	237 10 0	28 9 0
Aspeden, Endowed N.S.	61 15 11	Sept. 5, 1849	1 6 9½				
Anstey - - - N.S.	111 4 0	Nov. 11, 1854					
Baldock - - - B.S.	*60 0 0	May 18, 1839					
Baldock - - - N.S.	*200 0 0	Aug. 2, 1834					
Barnet, Chipping - N.S.	60 0 0	July 8, 1846					
Bengeo - - - N.S.	112 10 0	Feb. 25, 1850	3 8 0½	57 15 0	- -	64 3 4	25 8 0
Bennington - - N.S.	45 0 0	Jan. 27, 1843					
Berkhampstead, Great N.S.	*100 0 0	Aug. 18, 1838					
Berkhampstead - B.S.	*130 0 0	Dec. 24, 1834					
Bishop's Stortford (Rochester Diocesan) - - Training	- - -	- - -	- - -	42 13 4			
" " Practising	- - -	- - -	3 0 0	52 10 0			
Bishop's Stortford N.S.	- - -	- - -	- - -	- - -	- -	11 8 4	
Bishop's Stortford, New Town - - N.S.	- - -	- - -	- - -	- - -	- -	2 1 8	
Boxmoor - - N.S.	75 0 0	Sept. 6, 1842					
Bramfield - - N.S.	- - -	- - -	- - -	12 0 0			
Buckland - - N.S.	80 0 0	Feb. 22, 1848	1 1 3½	16 5 0	- -	15 0 0	2 10 0
Buntingford - - N.S.	100 0 0	Sept. 24, 1845	4 5 4½	115 0 0	- -	104 1 8	3 0 0
Burnham Green - N.S.	50 0 0	Nov. 24, 1843					
Bushey - - - B.S.	125 0 0	June 8, 1846	6 13 3½	- -	- -	463 10 0	
" - - - "	47 14 0	Dec. 7, 1848					
Chipperfield - - N.S.	50 10 0	Jan. 9, 1843					
Colney, St. Peter's N.S.	- - -	- - -	4 12 0½	140 0 0	- -	181 10 0	25 9 0
Hadham, Little - B.S.	*40 0 0	Dec. 3, 1836					
Harpenden - - B.S.	105 0 0	Feb. 11, 1851					
Hatfield (Bishop's) N.S.	- - -	- - -	3 7 7½	20 10 0	- -	313 5 0	34 14 0
Hempstead, Hemel B.S.	*150 0 0	July 22, 1834	2 0 0				
Hertford, Cowper's Testimonial, Ch. Sch.	- - -	- - -	4 9 10	60 10 0	- -	264 0 0	
Hertford, All Saints', Industrial and N.S.	40 0 0	Apr. 15, 1851					
" " -	48 10 0	May 21, 1852					
Hertford Heath - N.S.	*75 0 0	June 16, 1838					
Hertingfordbury - N.S.	- - -	- - -	1 2 8½	- -	- -	190 10 0	
High-Cross - - N.S.	- - -	- - -	1 10 5½	71 5 0	- -	87 10 0	
Hitchin, St. Andrew's, Mixed - N.S.	300 0 0	July 24, 1854					
Hitchin - - - B.S.	*175 0 0	Feb. 10, 1838	12 15 11½	112 17 6	- -	556 5 0	
" - - - "	200 0 0	Apr. 18, 1854					
Hitchin, St. Mary's, Boys, Girls, and Infants - - N.S.	1,540 0 0	May 21, 1855	- -	14 15 0			
Hoddesdon - - N.S.	125 0 0	Oct. 22, 1844					
" - - - "	55 0 0	Dec. 8, 1845					
Hormead, Great - N.S.	100 0 0	Nov. 8, 1845	2 10 0				
Hunsdon - Ch. of E.	- - -	- - -	- -	4 0 0			
Ickleford - - N.S.	*50 0 0	Dec. 11, 1839	1 17 7½	33 15 0	45 16 8	132 10 0	6 4 0
" - - - "	201 0 0	July 9, 1849					
Ippolyts, Saint - N.S.	106 0 0	Jan. 9, 1847	3 13 8	46 16 8	- -	224 14 2	18 2 0
" " - "	14 15 0	May 15, 1854					
" " - "	17 0 0	May 10, 1855					
Kensworth, Infants N.S.	150 0 0	Dec. 15, 1853	1 0 1½	8 0 0			
Langley, Abbott's, Boys, Girls, and Infants - - N.S.	60 0 0	Feb. 21, 1845	3 12 0½	59 13 4	- -	198 5 0	9 18 0
" " - "	50 0 0	Sept. 23, 1848					
" " - "	10 0 0	Mar. 23, 1849					
" " - "	246 0 0	Aug. 22, 1854					
" " - "	14 0 0	Nov. 21, 1855					

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	Amount.	Date of Payment.					
HERTFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Langley, King's N.S.	*66 0 0	Nov. 26, 1838					
Leavesden N.S.	40 0 0	Sept. 1, 1843					
Mimms, North N.S.	- - -	- - -	1 7 6½	- - -	- - -	15 0 0	
Munden, Great N.S.	60 0 0	Mar. 9, 1846	- - -	49 10 0	- - -	- - -	2 19 0
" " "	15 0 0	Sept. 14, 1847					
Northaw " N.S.	124 0 0	Jan. 23, 1851					
Pelham, Brent N.S.	50 0 0	July 3, 1846					
Pelham, Furneux N.S.	50 0 0	May 4, 1843	- - -	6 10 0			
" " "	15 0 0	Nov. 21, 1855					
Pirton " N.S.	74 0 0	Dec. 17, 1841	1 12 11	7 10 0			
" " "	15 13 10	July 18, 1854					
Rickmansworth N.S.	278 0 0	Sept. 24, 1850	6 9 4				
Royston, Boys B.S.	75 0 0	Nov. 1, 1840					
Royston, Boys and Girls N.S.	27 0 0	May 10, 1855	- - -	5 0 0	- - -	15 0 0	18 18 0
Sandon N.S.	*40 0 0	Jan. 23, 1837					
" " "	30 0 0	July 28, 1846					
Shenley N.S.	52 0 0	Nov. 17, 1842	2 9 4	36 15 0	- - -	7 10 0	28 4 0
" " "	7 0 0	Sept. 26, 1848					
" " "	70 0 0	May 23, 1854					
Stevenage, Boys, Girls, and Infants N.S.	*92 0 0	June 28, 1834	2 2 0				
" " "	46 0 0	Oct. 18, 1851					
" " "	41 0 0	Oct. 18, 1851					
Stortford, Bishop's B.S.	*150 0 0	Jan. 8, 1840					
" " "	100 0 0	Mar. 22, 1847					
Tring N.S.	182 0 0	April 26, 1843					
Wadesmill, Infants N.S.	- - -	- - -	- - -	10 0 0			
Walkern N.S.	- - -	- - -	- - -	- - -	- - -	60 0 0	
Ware N.S.	490 0 0	Dec. 31, 1844					
Ware B.S.	*75 0 0	Jan. 9, 1839					
Watford, Infants N.S.	*60 0 0	May 5, 1838					
Watford, Boys and Girls N.S.	130 0 0	Mar. 30, 1842					
Watford Heath Ch.S.	82 0 0	Sept. 22, 1855					
Watton N.S.	- - -	- - -	2 3 4				
Welwyn, Boys and Girls N.S.	- - -	- - -	2 16 0½				
Weston N.S.	- - -	- - -	5 9 2				
Willian N.S.	25 0 0	Mar. 11, 1842					
" " "	20 0 0	May 11, 1844					
" " "	20 0 0	Feb. 1, 1848					
Wilstone N.S.	100 0 0	Oct. 13, 1847					
Woodhill, Mixed N.S.	- - -	- - -	2 4 11½	60 18 4	41 13 4	67 11 8	12 8 0
Wymondley, Great N.S.	60 0 0	Feb. 4, 1848					
Yardley N.S.	*40 0 0	July 19, 1837					
" " "	30 0 0	Sept. 22, 1846					
HUNTINGDONSHIRE.							
Abbotsley N.S.	42 0 0	Aug. 22, 1845					
Alconbury N.S.	75 0 0	July 14, 1842					
Alwalton (Earl Fitzwilliam's) N.S.	- - -	- - -	- - -	- - -	- - -	5 0 0	
Bluntisham N.S.	15 0 0	Mar. 8, 1850					
Brampton Ch.S.	- - -	- - -	7 19 11½	105 14 2	- - -	137 10 0	
Broughton N.S.	60 0 0	Oct. 17, 1844					
Catworth, Great N.S.	42 0 0	June 25, 1845					
Earith B.S.	100 0 0	Mar. 4, 1840	4 6 8½	- - -	- - -	124 10 0	5 8 0
Farcet N.S.	60 0 0	Nov. 27, 1848	1 19 9				
Fen-Stanton N.S.	144 0 0	Oct. 14, 1847	1 1 8½	18 6 8	- - -	31 13 4	13 19 0
Fen-Stanton B.S.	- - -	- - -	1 15 10½	26 5 0	- - -	32 10 0	7 16 0
Holme Ch. of E.	- - -	- - -	- - -	35 15 0			
Huntingdon, Boys N.S.	32 0 0	Oct. 30, 1855	5 7 7½	37 10 0	- - -	32 10 0	
Huntingdon, St. Mary's, Girls and Infants N.S.	83 0 0	June 26, 1855	- - -	5 0 0	- - -	3 15 0	
Huntingdon, Walden's Charity N.S.	- -	- - -	- - -	- -	- -	20 0 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
HUNTINGDONSHIRE *cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ives, Saint, Boys and Girls - - N.S.	250 0 0	Nov. 18, 1845	6 0 0	36 5 0	- -	353 10 0	
" - - "	80 0 0	Jan. 12, 1846					
" - - "	18 0 0	Oct. 23, 1851					
" - - "	46 0 0	Sept. 20, 1853					
Ives, Saint - - B.S.	- - -	- - -	3 0 1	36 13 4	- -	50 6 8	20 15 0
Neots, Saint - - N.S.	146 0 0	June 17, 1842	2 9 2½	- -	- -	- - -	8 6 0
Neots, Saint - - Wes.	- - -	- - -	4 5 8½	100 10 0	27 10 0	166 0 0	12 18 0
Neots, Saint - - B.S.	- - -	- - -	2 9 5	11 5 0			
Neots, Saint, Charity School - - -	44 0 0	Sept. 12, 1855	1 13 6¼	12 10 0	- -	- - -	1 16 0
Offord-Cluney - N.S.	48 0 0	April 28, 1847					
" - - "	23 10 0	Dec. 17, 1850					
Orton Longeville Ch. S.	172 16 0	Aug. 3, 1854	1 13 4½				
Orton Waterville - N.S.	63 0 0	June 19, 1850	1 5 4½				
Ramsey - - - N.S.	- - -	- - -	- - -	30 0 0			
Ramsey - - - Wes.	- - -	- - -	2 0 0				
Ripton, Kings - N.S.	40 0 0	May 2, 1845					
Sawtrey - - N.S.	92 0 0	Mar. 13, 1841					
Sawtrey - - Wes.	- - -	- - -	2 10 4½				
Spaldwick - - N.S.	60 0 0	Nov. 29, 1847					
Stanground - - N.S.	65 0 0	Nov. 4, 1846	1 1 6				
Stilton - - - N.S.	75 0 0	May 18, 1846					
Stukeley, Great - N.S.	45 0 0	May 2, 1845					
Thurning - - N.S.	26 10 0	Dec. 23, 1843					
Warboys - - N.S.	- - -	- - -	- - -	39 0 0	- -	84 11 8	
Weston, Old - - N.S.	50 0 0	May 10, 1844					
Wickham - - N.S.	- - -	- - -	2 2 1½				
Wistow - - N.S.	50 0 0	May 3, 1842	0 7 5				
Woodhurst - - N.S.	42 0 0	Oct. 14, 1843					
" - - "	40 0 0	Dec. 21, 1845					
" - - "	12 0 0	Feb. 27, 1846					
Yaxley - - Endowed	128 0 0	May 12, 1849					
KENT.							
Appledore and Ebony - - N.S.	120 0 0	Mar. 7, 1848					
Ashford - - N.S.	206 0 0	Mar. 11, 1843	12 12 11	130 5 10	- -	599 5 10	
" - - "	30 0 0	Aug. 30, 1851					
" - - "	47 0 0	July 24, 1855					
Ashford - - - B.S.	- - -	- - -	3 17 10	37 0 0	- -	50 8 4	14 1 0
Aylesford, Educational Society's, Ch. of Eng.	- - -	- - -	- - -	10 10 0	- -	17 10 0	
Aylesford Infant Ch. of Eng.	- - -	- - -	- - -	11 18 4			
Bapchild and Tonge N.S.	137 12 6	Jan. 25, 1854	2 6 8	- -	- -	32 10 0	
Barham - - N.S.	- - -	- - -	3 2 4½	21 5 0	- -	369 6 8	4 10 0
Barming - - N.S.	50 0 0	May 30, 1842					
Beckenham - - N.S.	- - -	- - -	- - -	5 8 4	- -	64 3 4	13 15 0
Bearstead - - N.S.	125 0 0	Dec. 23, 1848	2 5 2½	- -	- -	32 10 0	
Bethersden - - N.S.	175 0 0	Jan. 2, 1851	4 16 8½	- -	- -	32 10 0	
" - - "	7 1 4	Mar. 31, 1854					
Bexley - - - N.S.	*160 0 0	Apr. 19, 1837					
" - - "	70 0 0	Nov. 25, 1845					
Bidborough - - N.S.	178 0 0	Oct. 3, 1855					
Biddenden - - N.S.	162 0 0	Mar. 9, 1849					
Birchington - - N.S.	129 5 0	July 31, 1849					
Borden, Boys and Girls - - - N.S.	182 0 0	Jan. 31, 1849					
Boughton-under-Blean - - N.S.	100 0 0	Oct. 25, 1852					
Boughton-Malherbe N.S.	100 0 0	Nov. 10, 1847	2 2 8½	- -	- -	15 8 4	
Boughton Monchelsea - - N.S.	114 0 0	Nov. 20, 1851	1 10 1				
Boxley - - N.S.	121 0 0	Nov. 27, 1846	3 3 5½	99 5 0	- -	335 10 10	
Brabourne - - N.S.	102 0 0	Nov. 13, 1846	3 2 6	13 15 0	- -	108 11 8	2 8 0
Brenchley - - N.S.	116 10 0	June 16, 1842	2 0 0½	4 3 4	- -	25 8 4	8 2 0
Brenzett - - N.S.	100 0 0	Nov. 20, 1852					
Broadstairs - - N.S.	*145 0 0	Sept. 20, 1837	6 5 3½	15 11 8	- -	6 5 0	

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KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bromley - - N.S.	1,100 0 0	Aug. 22, 1855	7 17 1½				
Bromley Common - N.S.	202 0 0	June 1, 1847	1 11 1½	33 0 10	- -	97 18 4	
Brompton - - N.S.	303 15 0	Oct. 4, 1851	3 3 1½	15 0 0	- -	228 5 0	55 13 9
Buckland - - N.S.	81 0 0	Jan. 1, 1844					
Canterbury, St. George the Martyr's and St. Mary Magdalene's, Girls and Infants - N.S.	100 0 0	Jan. 25, 1844	- - -	4 3 4	- -	15 0 0	
Canterbury, St. Martin's and St. Paul's, Girls and Infants N.S.	80 0 0	June 19, 1845	5 8 1	24 0 0	- -	100 16 8	
Canterbury, Model (Broad Street), Boys, Girls, and Infants - - N.S.	720 0 0	Dec. 19, 1848	24 11 9½	3 6 8	- -	1,089 6 8	
Canterbury, Boys - B.S.	173 10 0	Mar. 13, 1841					
" Girls - "	120 0 0	July 13, 1846					
Canterbury, St. Mildred's - - N.S.	400 0 0	Oct. 2, 1855					
Charing - - N.S.	- - -	- - -	1 7 8½	65 0 0	- -	226 0 10	4 4 0
Chart, Great - - N.S.	72 0 0	Jan. 27, 1846					
Chatham, St. John's N.S.	- - -	- - -	- - -	- - -	- -	191 10 0	
Cheriton and Newington - - N.S.	125 0 0	May 29, 1848					
" " - "	40 0 0	Apr. 23, 1849					
Chiddingstone - N.S.	98 0 0	Oct. 19, 1841					
Chiselhurst - - N.S.	- - -	- - -	- - -	22 10 0	- -	- - -	5 8 0
Cliffe, Mixed - - N.S.	200 0 0	Dec. 14, 1854					
Cranbrook, Boys and Girls - - N.S.	183 0 0	Dec. 9, 1844	- - -	- -	- -	121 17 6	
" " - "	17 0 0	July 30, 1846					
Cranbrook, "Holy Trinity, Milkhouse District, Sunday and Infant N.S.	76 0 0	Mar. 16, 1841					
" " - "	20 0 0	July 20, 1847					
Crayford - - N.S.	- - -	- - -	2 10 0	- -	- -	42 1 8	
Cray, Paul's - - N.S.	*30 0 0	Feb. 27, 1839					
Cudham - - - N.S.	101 5 0	Mar. 22, 1852	- - -	- -	- -	- - -	8 1 0
Cuxton - - N.S.	92 0 0	Feb. 25, 1850	1 16 0½	- -	- -	1 5 0	
" - - "	9 6 8	Oct. 17, 1855					
Dartford, Boys and Girls - - Wes.	- - -	- - -	7 10 2½	44 0 0	- -	365 8 4	
Deal - - - N.S.	- - -	- - -	- - -	21 5 0	- -	22 10 0	
Deal, Infants - - N.S.	- - -	- - -	- - -	- - -	- -	42 15 0	
Deal - - - Wes.	- - -	- - -	- - -	24 15 0	- -	44 0 0	
Deal, Boys, Girls and Infants - Par.	422 16 8	July 1, 1853	4 16 0½	42 3 4	- -	77 3 4	
Denton - - - N.S.	64 10 0	Apr. 5, 1841					
Deptford, Boys - N.S.	20 0 0	Oct. 31, 1844	1 11 10				
Deptford, St. Nicholas', Boys and Girls - N.S.	*50 0 0	Dec. 19, 1835	2 2 1½				
Deptford (New Street) Infants - - B.S.	110 0 0	Jan. 30, 1841					
Deptford - - - R.C.	- - -	- - -	2 17 6½	- -	- -	83 0 0	
Dover - - - B.S.	*437 0 0	Apr. 16, 1835	4 0 11½	41 13 4	- -	63 0 0	
" - - - "	32 0 0	Apr. 18, 1854					
Dover (East Cliff) - N.S.	- - -	- - -	1 12 1½	45 0 0	- -	15 0 0	
Dover, Holy Trinity N.S.	148 0 0	Aug. 14, 1847	5 10 8				
Downe - - - N.S.	- - -	- - -	- - -	6 5 0			
Edenbridge - - N.S.	200 0 0	Apr. 7, 1854					
Edenbridge - - B.S.	- - -	- - -	2 10 0	16 5 0	- -	- - -	4 1 0
Egerton, St. James' N.S.	125 0 0	June 16, 1846					
Elham - - - N.S.	60 0 0	Sept. 26, 1845	2 3 6	112 15 0	- -	76 9 2	1 2 0
Elham - - - B.S.	- - -	- - -	2 1 4	5 16 8	- -	- - -	4 0 0
Eltham - - - N.S.	40 0 0	Aug. 4, 1841	5 1 8	- -	- -	232 10 0	
" - - - "	21 0 0	July 31, 1849					
" - - - "	136 15 0	Jan. 12, 1853					

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KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Erith, Boys and Girls N.S.	106 0 0	May 11, 1850					
" " "	38 0 0	Apr. 22, 1851					
Eynesford - - N.S.	*70 0 0	Apr. 5, 1836					
Farleigh, East - N.S.	*34 0 0	Apr. 5, 1839	3 15 0½	63 15 0	- -	300 12 6	
" - - "	120 0 0	Feb. 6, 1849					
Farleigh, West - N.S.	- - -	- - -	1 8 8				
Faversham - - N.S.	- - -	- - -	7 10 7	26 13 4	- -	176 15 0	
Faversham - - B.S.	- - -	- - -	6 16 11	58 6 8	- -	283 18 4	
Fawkham, Hartley and Longfield - N.S.	35 0 0	Nov. 3, 1841					
Folkestone, Ch. Ch. Infants - - N.S.	94 0 0	Mar. 2, 1852	2 14 0				
Folkestone, Boys - B.S.	162 0 0	Apr. 15, 1840	3 15 1½	8 15 0	- -	265 5 0	
" - - "	13 7 4	Nov. 23, 1853					
Folkestone, Girls - B.S.	11 5 4	Dec. 9, 1853	1 14 4				
Folkestone, St. Mary's and St. Eanswith's, Boys, Girls, and Infants N.S.	551 12 6	Feb 17, 1855	7 7 9½	32 5 0			
Frittenden - - N.S.	65 0 0	Aug. 9, 1843					
Garling, St. James' (Isle of Thanet) - N.S.	169 0 0	Jan. 15, 1855					
Goodnestone - Par.	- - -	- - -	- -	98 5 0	- -	74 3 4	1 16 0
Gravesend and Gravesend St. James' Infants - N.S.	200 0 0	Sept. 10, 1855					
Gravesend and Milton, Boys, Girls, and Infants - N.S.	*490 0 0	Aug. 24, 1836	7 14 11½	127 0 0	- -	381 19 2	
" - - "	100 0 0	Apr. 10, 1849					
Gravesend, Princes Street - - - B.S.	- - -	- - -	- -	63 5 0	- -	86 8 4	
Green Street Green Ch. S.	42 10 0	Jan. 13, 1852	2 1 0				
Greenwich - - N.S.	*83 0 0	Apr. 29, 1837					
Greenwich East Branch, Infant and Sunday - N.S.	200 0 0	Aug. 31, 1844	- -	- -	- -	12 1 8	
Greenwich, Holy Trinity (Maidenstone Hill) - - N.S.	320 0 0	Aug. 7, 1846	12 7 2½	86 0 0	- -	414 8 4	
" " - - "	253 0 0	July 18, 1854					
Greenwich - - P.U.	- - -	- - -	- -	- -	- -	66 10 0	
Greenwich, Roan's Charity (East Branch), Grey Coat School - -	- - -	- - -	2 5 5½	- -	- -	37 6 8	
Greenwich, (West Branch) Roan's Grey Coat - - N.S.	- - -	- - -	- -	- -	- -	54 10 0	
Hadlow - - - N.S.	437 0 0	May 19, 1849					
Harbledown, Mixed -	111 10 0	June 6, 1854					
Hardres, Lower - N.S.	38 0 0	Dec. 18, 1847					
Harrietsham Ch. Sch.	90 0 0	Mar. 11, 1845	3 14 4½	83 13 4	- -	25 8 4	6 3 0
Hawkhurst - N.S.	41 9 0	Dec. 27, 1855	- -	78 11 8	- -	106 13 4	16 12 0
Headcorn - - N.S.	- - -	- - -	1 8 0				
Higham - - - N.S.	120 0 0	Feb. 10, 1848	2 9 4	50 17 6	- -	105 5 0	22 6 0
" - - "	54 0 0	Feb. 14, 1855					
Hildenborough - N.S.	126 0 0	May 26, 1848					
Hoo - - - N.S.	*75 0 0	July 20, 1839	1 6 11				
Hougham, Ch. Ch. - N.S.	300 0 0	Aug. 21, 1848	3 12 0				
Hythe - - - N.S.	400 0 0	July 5, 1852	5 15 6½	156 16 8	- -	386 3 4	
Ightham - - N.S.	- - -	- - -	2 1 7½	65 12 6	40 0 0	233 0 0	
Lamberhurst - N.S.	*43 0 0	Dec. 30, 1835					
" - - "	*16 0 0	Aug. 16, 1836					
Lee, Boys and Girls " N.S.	- - -	- - -	6 11 8	8 0 0	- -	600 0 0	
Lenham - - N.S.	105 0 0	Apr. 26, 1851	3 16 6½				
Loose - - - N.S.	96 0 0	Aug. 30, 1843	1 17 9				
Luton (near Chatham) - - - N.S.	50 0 0	Feb. 11, 1847					

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KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Lydd - - - N.S.	200 0 0	July 17, 1850	3 17 7½	32 10 0	- - -	135 8 4	8 13 0
Lyminge, Endowed N.S.	136 0 0	Mar. 1, 1850	1 15 7½	- - -	- - -	30 8 4	
Maidstone - - P.U.	- - -	- - -	- - -	- - -	- - -	39 11 8	
Maidstone, All Saints' N.S.	- - -	- - -	13 8 6½	208 16 8	- - -	791 19 1	
Maidstone, Trinity Model - - N.S.	480 0 0	Apr. 2, 1842	13 1 0	231 11 8	- - -	1,176 4 2	
Maidstone, St. Peter's, Boys and Girls - N.S.	200 0 0	Nov. 8, 1848					
Malling, East - - N.S.	187 10 0	Mar. 26, 1850	4 0 10½	- - -	- - -	40 16 8	4 9 0
Malling, West, Endowed - - N.S.	12 6 8	July 5, 1852	2 14 2½	24 3 4	- - -	65 16 8	5 8 0
Malling, West, Girls, N.S.	- - -	- - -	- - -	3 13 4	- - -	5 0 0	
Margaret's, St. (next Rochester), Boys, Girls, and Infants N.S.	500 0 0	Dec. 21, 1854	4 0 0½	- - -	- - -	2 10 0	
Margaret, St., at Cliffe N.S.	40 0 0	Sept. 24, 1847					
Margate, Holy Trinity, Boys and Girls - N.S.	225 0 0	July 4, 1851	8 11 0½	32 6 8	- - -	222 10 0	
" - - - "	50 0 0	Oct. 10, 1853					
Margate, St. John's, Boys and Girls - N.S.	475 0 0	Feb. 14, 1855	5 1 8½	58 6 8	41 13 4		
Meopham - - N.S.	62 0 0	Apr. 22, 1842					
" - - - "	20 0 0	May 31, 1843					
Milton, next Gravesend - - - B.S.	- - -	- - -	3 13 2½	60 10 0	- - -	148 3 4	
Milton, near Sittingbourne - - N.S.	300 0 0	Jan. 19, 1849					
Minster - - N.S.	350 0 0	Apr. 17, 1848					
" - - - "	45 0 0	Jan. 2, 1855					
Monkton - - N.S.	- - -	- - -	- - -	3 6 8			
Newchurch - - N.S.	40 0 0	Dec. 31, 1845					
Newington - - N.S.	105 0 0	July 24, 1851	4 18 6½	49 10 0	- - -	52 10 0	5 1 0
Northfleet - - N.S.	*115 0 0	Sept. 26, 1838					
" - - "	25 0 0	Feb. 13, 1845					
Northbourne, St. Augustine's - N.S.	145 10 0	July 13, 1852	2 0 0	45 0 0	- - -	52 10 0	5 1 0
Patrixbourne and Bridge - - N.S.	120 0 0	Jan. 4, 1850					
Peckham, East - N.S.	- - -	- - -	3 13 4	14 1 8	- - -	- - -	8 8 0
Petham - - - N.S.	70 0 0	Aug. 29, 1840					
Platt, St. Mary's - N.S.	113 0 0	May 4, 1847					
Plaxtol - - - N.S.	171 0 0	Dec. 3, 1847	2 3 5½	6 5 0	- - -	203 10 0	17 9 0
Pluckley - - N.S.	93 10 0	Feb. 7, 1851	2 5 0½	- - -	- - -	85 0 0	8 17 0
Plumstead, Burrage Road - - - B.S.	- - -	- - -	4 11 4½	29 6 8	- - -	67 13 4	
Plumstead, East, Endowed - - N.S.	- - -	- - -	3 16 7½	14 0 0	- - -	15 0 0	
Preston - - N.S.	*25 0 0	July 22, 1837					
Rainham - - N.S.	160 0 0	Mar. 25, 1847	2 5 7	- - -	- - -	- - -	13 3 0
Ramsgate, t. Lawrence's - - N.S.	58 0 0	Apr. 8, 1851	1 6 8	- - -	- - -	102 0 0	
Ramsgate, Ch. Ch. - N.S.	506 0 0	June 2, 1849	5 16 1	131 18 4	- - -	385 1 8	
Ramsgate, St. George's - - N.S.	- - -	- - -	11 3 5	68 5 0	- - -	355 1 8	
Rochester, St. Nicholas' - - N.S.	390 0 0	Feb. 6, 1849	4 0 11½	199 15 0	- - -	537 6 8	
Rochester, Dartford, and Shoreham, Ch. Schoolmasters' Association - - -	- - -	- - -	2 0 0½				
Rolvenden - - N.S.	*100 0 0	Dec. 6, 1836					
Romney, New - N.S.	- - -	- - -	3 0 4½	5 0 0	- - -	42 3 4	21 7 0
Rusthall - - N.S.	- - -	- - -	1 4 8½	35 0 0			
Saltwood - - N.S.	88 5 6	Jan. 31, 1855					
Sandgate - - N.S.	275 0 0	Mar. 25, 1846	1 5 6				
Smarden, Free - N.S.	- - -	- - -	2 0 0½				

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KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Shadoxhurst - N.S.	30 0 0	Feb. 4, 1847					
Sheerness - - N.S.	*250 0 0	Dec. 16, 1837					
Sheerness - - B.S.	*275 0 0	Jan. 11, 1837					
Shipbourne, Mixed N.S.	75 0 0	July 23, 1853					
Sittingbourne - N.S.	230 0 0	June 17, 1847					
Snodland - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	7 16 0
Southborough - N.S.	100 0 0	Nov. 24, 1845	2 0 9	3 0 0	- -	3 15 0	
Southfleet, Endowed - - N.S.	- - -	- - -	1 3 1½				
Standford - - N.S.	25 0 0	Dec. 31, 1845					
Stephen's, St. (near Canterbury) - N.S.	120 0 0	Apr. 20, 1849	1 10 8	- -	- -	19 3 4	
Stockbury - - N.S.	50 10 0	Sept. 2, 1842					
Stowting - - N.S.	55 0 0	Dec. 18, 1846					
Strood - - - N.S.	252 0 0	Jan. 15, 1850	2 13 4	65 6 8	- -	99 8 4	
Sturry - - - N.S.	60 0 0	July 23, 1852	2 11 6				
Sutton-at-Hone - N.S.	364 0 0	June 11, 1855	3 1 9	31 5 0	- -	156 0 0	9 12 0
Sutton Valence, United - - N.S.	- - -	- - -	- - -	30 6 8	- -	153 19 2	
Swanscombe and Stone - - N.S.	70 0 0	Mar. 11, 1842	1 3 3½				
Swingfield Minnis - N.S.	150 0 0	June 12, 1847	1 6 10½	- -	- -	65 4 2	
Sydenham - - N.S.	*35 0 0	Dec. 29, 1858	- - -	35 0 0	- -	219 10 0	
Sydenham - - Wes.	- - -	- - -	1 5 0	- -	- -	15 16 8	3 7 0
Tenterden - - N.S.	150 0 0	Jan. 20, 1844	2 12 9				
Tenterden - - B.S.	- - -	- - -	7 2 6	55 10 0	- -	232 15 0	
Teston - - - N.S.	- - -	- - -	- - -	31 5 0	- -	17 10 0	13 10 0
Thanet, St. Peter's, Girls and Infants N.S.	105 0 0	Dec. 26, 1849	1 0 0½	42 0 0	- -	72 10 0	8 19 0
" - - "	50 0 0	June 8, 1853					
Tovil, St. Stephen's N.S.	153 0 0	Feb. 22, 1851					
Trottersclife - N.S.	54 0 0	Nov. 1, 1849					
" - - "	50 0 0	May 31, 1854					
Tunbridge - - Wes.	- - -	- - -	4 0 0				
Tunbridge, St. Stephen's - - N.S.	250 0 0	Feb. 28, 1855	4 5 5	16 5 0	- -	41 0 0	8 10 0
Tunbridge Wells, Trinity - - N.S.	- - -	- - -	- - -	9 0 0	- -	24 6 8	
Tunbridge Wells Chapel - Free S.	- - -	- - -	4 1 9				
Tunbridge Wells, St. Augustine's - R.C.	- - -	- - -	2 6 8				
Ujechurch - - N.S.	54 0 0	Jan. 14, 1847					
Walmer and Ringwould - - N.S.	*106 0 0	Jan. 15, 1857	3 16 5½	5 0 0	- -	184 10 0	
Wateringbury - N.S.	- - -	- - -	1 11 1	- -	- -	121 3 4	25 13 0
Whitstable and Seasalter, Boys and Girls - - N.S.	- - -	- - -	13 13 5½	- -	- -	713 13 4	
Willesborough - N.S.	67 0 0	Feb. 27, 1849	3 0 11	- -	- -	18 6 8	
Wilmington - Ch. S.	128 0 0	Sept. 14, 1850					
Woodchurch - - N.S.	75 0 0	June 10, 1844	3 8 7½	29 8 4	- -	356 0 0	17 10 0
" - - "	4 16 8	June 27, 1848					
" - - "	15 6 3	Aug. 8, 1849					
Woodnesborough - N.S.	95 0 0	Apr. 11, 1848					
Woolwich - - N.S.	289 0 0	Mar. 27, 1841	8 9 7	111 3 4	- -	308 0 0	
Woolwich, Power Street - - - B.S.	*225 0 0	Jan. 7, 1835					
Woolwich - - R.C.	- - -	- - -	2 13 4½				
Wrotham - - N.S.	100 0 0	June 22, 1845					
LANCASHIRE.							
Accrington, Ch. Ch. N.S.	590 0 0	Feb. 28, 1845	4 4 7	79 5 0			
Accrington, St. James', Infants - N.S.	208 0 0	Mar. 25, 1845					
Accrington, St. Oswald's - - R.C.	- - -	- - -	2 6 8½				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Adlington - Ch. S.	150 0 0	June 26, 1840	2 6 8				
Admarsh - - N.S.	*28 0 0	Jan. 24, 1835					
Aigburth - - -	- - -	- - -	3 5 9½	50 17 6	- -	30 8 4	
Ainsworth - - N.S.	*150 0 0	June 13, 1838					
Altcar - - - N.S.	- - -	- - -	- - -	44 6 8	- -	- - -	16 8 0
Appleton, St. Bede's R.C.	- - -	- - -	6 9 0				
Ardwick, St. Thomas' -	- - -	- - -	5 0 0	26 5 0			
Ashton, St. Thomas' (in Makerfield) - N.S.	250 0 0	July 15, 1851	4 3 2	76 10 0	- -	201 10 0	15 11 0
Ashton-under-Lyne, Ch. Ch. (Charlestown), Boys, Girls, and Infants - N.S.	832 0 0	Dec. 9, 1847	- -	- -	- -	256 1 8	
Ashton-under-Lyne, St. Peter's - - N.S.	*300 0 0	May 28, 1836					
" " - - "	60 0 0	Mar. 1, 1844					
Astley - - - N.S.	200 0 0	Nov. 18, 1841	3 13 1½	15 0 0	- -	154 3 4	
" - - - - "	103 0 0	Oct. 12, 1847					
" - - - - "	14 18 0	Apr. 6, 1846					
Atherton - - N.S.	250 0 0	Nov. 8, 1840	7 9 2	133 6 8	- -	295 18 4	
" - - - "	119 15 6	Nov. 9, 1852					
" - - - "	83 0 0	Dec. 4, 1855					
Audenshaw - - N.S.	400 0 0	July 29, 1847	2 10 10	12 10 0	6 5 0	115 0 0	
Bacup - - - Wes.	- - -	- - -	8 6 8½	30 0 0	- -	37 10 0	
Bacup, St. John's - N.S.	- - -	- - -	3 3 6½	7 0 0	- -	13 15 0	
Bank Meadow - B.S.	300 0 0	Jan. 8, 1840					
Bardsley - - N.S.	397 0 0	Dec. 7, 1846	1 6 5½	- -	- -	109 0 0	
Barrowford - - N.S.	231 15 0	July 31, 1851	4 6 11½				
Barton upon Irwell N.S.	240 0 0	Oct. 14, 1846	3 0 7				
" " - "	30 0 0	June 15, 1852					
Barton upon Irwell Wes.	- - -	- - -	4 0 0½				
Bedford, in Leigh - N.S.	200 0 0	Apr. 30, 1844					
Belfield (Messrs. Benecke's) - N.S.	- - -	- - -	5 0 11½	101 15 0	- -	277 3 4	
Bickerstaffe - - N.S.	200 0 0	Sept. 20, 1844	3 16 0½	34 10 0	- -	477 13 4	27 12 0
Billinge - - - N.S.	56 10 0	June 16, 1847					
Birch, St. James', (in Manchester), Boys and Girls - N.S.	- - -	- - -	3 1 2¼	81 3 4	- -	75 0 0	10 4 0
Birch, St. Mary's, (in Middleton) - N.S.	*75 0 0	Aug. 13, 1836					
" " - "	*46 0 0	Nov. 16, 1836					
Blackburn (Nova Scotia) - - B.S.	*150 0 0	Apr. 16, 1836					
Blackburn, (Mr. Sparrow's), Mixed R.C.	- - -	- - -	4 4 0½	26 13 4	- -	105 16 8	
Blackburn, St. Alban's Boys - - - R.C.	- - -	- - -	6 5 0	86 0 0	30 0 0	298 0 0	
Blackburn, St. Anne's R.C.	- - -	- - -	5 0 1½	46 10 0	- -	130 3 4	
Blackburn, St. John's, Boys, Girls, and Infants - - N.S.	800 0 0	Apr. 10, 1845	2 7 11½	14 3 4			
Blackburn, St. Michael's, Boys and Girls - - - N.S.	258 0 0	Oct. 24, 1849	3 9 8	7 10 0			
Blackburn, Trinity N.S.	294 0 0	Sept. 19, 1844	4 1 11½	4 10 0	- -	44 0 0	
Blackley (Crab Lane) N.S.	100 0 0	Apr. 29, 1843					
" " - "	21 0 0	May 7, 1844					
" " - "	20 0 0	Apr. 6, 1846					
" " - "	43 0 0	Aug. 5, 1847					
Blackpits - - N.S.	120 0 0	Nov. 2, 1847	3 2 4½				
Blackpool - - Wes.	- - -	- - -	2 8 0½	34 7 6			
Blackrod - - N.S.	450 0 0	Aug. 22, 1846	1 11 5½	- -	- -	114 15 0	
Bolton - - - B.S.	*250 0 0	Apr. 22, 1837	6 7 9	35 15 0	- -	322 0 0	
Bolton (Bridge Street) Wes.	311 0 0	Apr. 29, 1850	11 17 1	90 0 0	25 0 0	479 10 0	
Bolton, (Fletcher Street), Mixed and Infants - Wes.	- - -	- - -	10 11 3½	43 15 0	- -	263 5 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bolton-le-Moors, Ch. Ch. N.S.	540 0 0	Dec. 23, 1847	11 13 2½	64 3 4	- -	636 0 0	
Bolton-le-Moors (Emmanuel Dist.) N.S.	250 0 0	Feb. 13, 1845	12 13 3¼	34 0 0	- -	886 13 4	
" " - "	100 0 0	Oct. 18, 1852					
" " - "	123 13 4	Nov. 17, 1855					
Bolton-le-Moors, Holy Trinity - N.S.	*240 0 0	Nov. 10, 1838	18 16 7½	147 15 10	- -	1,255 10 0	
" - "	155 0 0	Dec. 21, 1847					
Bolton-le-Moors, St. Peter's and St. Paul's - - - R.C.	- - -	- - -	8 17 6	39 17 6	- -	513 18 4	
Bolton-le-Sands, Industrial, Boys and Girls - - - N.S.	65 16 0	Feb. 20, 1850	2 4 6½				
Bolton, Little, All Saints' - - N.S.	600 0 0	Mar. 18, 1848	8 16 11½	36 5 0	- -	171 13 4	
Bolton, Little, St. George's - - N.S.	500 0 0	Aug. 9, 1848	14 16 10½	98 6 8	- -	212 3 4	
" " - "	30 0 0	Jan. 9, 1855					
Bootle - - - N.S.	*200 0 0	Nov. 12, 1836	6 4 2½	98 13 4	- -	676 0 6	29 8 0
Bootle - - - R.C.	- - -	- - -	- - -	- - -	- -	- - -	2 9 0
Brathay District - N.S.	- - -	- - -	2 0 0½	8 5 0			
Bretherton (Free Endowed) - Ch. S.	126 0 0	Mar. 10, 1852					
Brierfield - - N.S.	247 0 0	Jan. 2, 1850	2 16 8				
Brooksbottom - Wes.	- - -	- - -	14 15 7	62 10 0	- -	394 13 4	
Buckhurst - - N.S.	*112 0 0	Apr. 22, 1840	1 3 3				
" - - "	143 0 0	Sept. 2, 1840					
" - - "	25 0 0	Feb. 20, 1849					
Buersill and Lower Place - - N.S.	250 0 0	Nov. 11, 1846					
Burnley (Lane Bridge), St. Paul's N.S.	508 0 0	July 6, 1847	6 5 8½	5 10 0	- -	217 10 0	
Burnley, Lane Head, Mixed - - N.S.	50 0 0	June 5, 1844	2 13 6½	- -	- -	- - -	10 3 0
Burnley, St. James' N.S.	*200 0 0	Feb. 5, 1840	2 9 2½	60 0 0	- -	402 10 0	
" - "	100 0 0	Nov. 23, 1844					
Burnley, St. Mary's R.C.	- - -	- - -	7 1 8	- -	- -	19 3 4	
Burnley, St. Peter's N.S.	299 0 0	Mar. 2, 1847	30 4 4½				
Burnley, Boys and Girls - - - N.S.	*100 0 0	Feb. 3, 1836	- -	123 0 0	12 10 0	1,043 10 0	
Burnley, Boys, Girls, and Infants - Wes.	807 0 0	Aug. 10, 1852	14 5 6½	70 13 4	- -	536 0 0	
Burscough Hall - R.C.	- - -	- - -	2 3 8½				
Bury, Central - N.S.	- - -	- - -	- -	28 15 0			
Bury (Clerke Street) Wes.	- - -	- - -	5 0 0½	75 0 0	- -	191 0 0	
Bury, Holy Trinity, Boys, Girls, and Infants - - N.S.	473 0 0	Apr. 19, 1851	7 8 4½	83 10 0	30 0 0	317 10 0	
" - "	40 0 0	Oct. 2, 1855					
Bury, Ragged School -	- - -	- - -	1 14 0				
Bury, St. John's - N.S.	370 0 0	Mar. 1, 1849	1 19 5				
Bury, St. Marie's - R.C.	- - -	- - -	5 6 8				
Bury, St. Paul's - N.S.	150 0 0	Oct. 26, 1844	3 6 1½				
Busk, Infant - N.S.	*93 0 0	Oct. 21, 1837					
" - - "	45 0 0	Dec. 28, 1843					
Cartmel - - N.S.	58 4 0	Oct. 8, 1846					
Castleton Mow - B.S.	- - -	- - -	- -	19 13 4	- -	5 0 0	17 5 0
Caton - - N.S.	226 0 0	Oct. 1, 1850	- -	30 0 0	- -	13 0 0	37 7 0
Charlestown - - B.S.	*75 0 0	Jan. 10, 1835					
" - - "	*40 0 0	Oct. 10, 1837					
Charlestown, St. George's, - - N.S.	- - -	- - -	6 3 3½				
Chatburn - - N.S.	248 0 0	June 10, 1850	3 11 5½	47 10 0	- -	52 10 0	19 1 0
Chipping - - R.C.	- - -	- - -	1 6 8	- -	- -	- - -	1 0 0
Chorley, Parish - N.S.	*156 0 0	Nov. 21, 1835	3 12 3½				
" - - "	150 0 0	June 18, 1849					
Chorley, St. George's N.S.	- - -	- - -	5 7 9½	61 10 0	- -	154 0 0	

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Chorley, St. Mary's R.C.	- - -	- - -	- - -	34 10 0			
Chorley, St. Peter's (Eave's Lane) - N.S.	94 0 0	May 11, 1842					
Chorlton-cum-Hardy N.S.	150 0 0	Feb. 21, 1846	1 9 7½				
Churchtown - B.S.	*35 0 0	Nov. 8, 1837					
Churchtown and Crossens - N.S.	*108 0 0	Dec. 5, 1838					
Clayton-le-Moors - N.S.	118 0 0	Feb. 22, 1842	2 10 7½				
Clayton-le-Woods - N.S.	40 0 0	May 13, 1846	1 0 11				
Clitheroe - - R.C.	- - -	- - -	4 0 8½				
Clitheroe Parish - N.S.	*300 0 0	Aug. 15, 1840					
Clitheroe, St. James' Boys and Girls - N.S.	150 0 0	Apr. 14, 1841					
" " - "	169 0 0	Aug. 21, 1843					
Cockerbrook - - B.S.	*50 0 0	Mar. 10, 1838					
Collyhurst, Boys, Girls, and Infants N.S.	438 0 0	Feb. 1, 1851					
Colne - - N.S.	500 0 0	Sept. 23, 1844	6 14 3½	- - -	- - -	609 10 10	
Colne, Ch. Ch. - N.S.	150 0 0	May 16, 1842					
Colne (Waterside) N.S.	380 0 0	May 3, 1848	4 9 11½				
Coppull - - N.S.	216 0 0	Sept. 21, 1847	5 6 5½	- - -	- - -	301 10 0	
Colton in Milnthorpe N.S.	- - -	- - -	- - -	- - -	- - -	7 5 0	3 10 0
Crompton, High, Boys and Girls - N.S.	284 0 0	June 21, 1848	1 13 4½	- - -	- - -	- - -	20 19 0
Crosby, Great - N.S.	72 0 0	Oct. 21, 1842					
Crumpsall, Lower, Boys, Girls, and Infants - - N.S.	404 10 0	May 6, 1851	5 0 0½				
Darwen (Over) - N.S.	*200 0 0	April 5, 1839					
Davyhulme - - Wes.	- - -	- - -	6 4 9	11 0 0	- - -	- - -	11 2 0
Deane (at Rumworth) - - N.S.	*50 0 0	Jan. 13, 1838	3 7 8½	124 10 0	- - -	210 6 8	9 0 0
" " "	70 0 0	Mar. 16, 1852					
Denton, Ch. Ch., Boys and Girls - N.S.	400 0 0	Feb. 22, 1848	2 10 6½	92 2 6	- - -	210 10 0	
" - - "	100 0 0	Aug. 30, 1848					
Denton and Haughton on Denton, St. Lawrence's - N.S.	500 0 0	May 15, 1855	3 6 6				
Didsbury, Endowed N.S.	60 0 0	Dec. 3, 1852	4 14 5½	63 0 0	- - -	223 6 8	
Downham - - N.S.	*75 0 0	Sept. 19, 1840	2 15 6½	- - -	- - -	107 5 10	
Droylesden - - B.S.	- - -	- - -	10 0 5	88 15 0	60 0 0	750 1 8	
Eagley Mills - B.S.	- - -	- - -	7 4 3	49 5 0	- - -	192 10 0	43 4 0
Eccles (Broomhouse Lane) - - N.S.	- - -	- - -	1 16 8	54 0 0	- - -	52 10 0	
Eccles (Weaste Lane), Boys, Girls, and Infants - N.S.	201 0 0	May 8, 1849					
Eccles, St. Mary's, R.C.	- - -	- - -	6 5 3				
Eccleston, St. Thomas', Boys and Girls - - - N.S.	305 0 0	Dec. 18, 1843					
" " "	20 0 0	Oct. 2, 1846					
Edgeworth - - N.S.	*45 0 0	Sept. 14, 1836					
Egerton - - B.S.	- - -	- - -	4 14 10½				
Elton, All Saints', N.S.	574 0 0	Oct. 30, 1848					
Ellel or Galgate - B.S.	- - -	- - -	1 4 5½				
Ellel or Galgate, Boys - - - N.S.	- - -	- - -	2 3 4	- - -	- - -	8 6 8	
Euxton - - - N.S.	*126 0 0	Dec. 27, 1837					
Euxton, St. Mary's, Boys, and Girls - R.C.	- - -	- - -	2 10 8½	- - -	- - -	57 10 0	
Everton, Ch. Ch. - N.S.	- - -	- - -	7 7 6½	65 15 0	- - -	220 0 0	
Everton, St. Chrysostom's (Mill Street) - N.S.	100 0 0	Dec. 31, 1845	1419 1½	155 12 6	- - -	533 10 0	
" "	77 0 0	Apr. 3, 1855					
Everton, St. Pete r N.S.	- - -	- - -	10 0 0	34 0 0	- - -	8 10 0	

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d	£ s. d.
Everton and Kirkdale - - N.S.	- - -	- - -	17 14 0	161 0 0	- -	449 14 2	
Ewood Bridge - N.S.	*70 0 0	Sept. 25, 1839					
Failsworth - - N.S.	*270 0 0	Dec. 16, 1837	6 14 8½	27 10 0	23 0 0	340 13 4	34 15 0
" - - "	7 4 0	Apr. 14, 1851					
" - - "	8 3 0	Sept. 1, 1854					
Fairfield - Moravian	- - -	- - -	- -	5 0 0			
Farnworth - - Wes.	- - -	- - -	6 16 10	- -	- -	7 10 0	
Farnworth (near Warrington) - N.S.	125 0 0	June 13, 1845	4 8 9½	23 8 4	- -	281 5 0	24 10 0
" " - "	10 0 0	Aug. 23, 1845					
" " - "	35 0 0	Mar. 2, 1846					
Farnworth, St. John's (near Bolton) - N.S.	*250 0 0	Aug. 13, 1836	2 9 9½	30 13 4	- -	271 5 0	
" - - "	105 0 0	Dec. 14, 1843					
" - - "	100 0 0	July 31, 1849					
" - - "	20 0 0	April 21, 1855					
Far Savory and Hawkshead - N.S.	*60 0 0	Dec. 9, 1835					
Fence - - N.S.	182 0 0	June 27, 1846	2 5 1½				
Feruyhalgh - - R.C.	- - -	- - -	1 10 0½	- -	- -	17 10 0	4 12 0
Fleetwood, Testimonial, Boys and Girls - - N.S.	286 0 0	Dec. 13, 1847	8 6 8½	110 10 0	- -	501 7 6	29 10 0
Fleetwood - - R.C.	- - -	- - -	- -	- -	- -	- - -	7 10 0
Foulridge - - N.S.	270 0 0	Sept. 12, 1855					
Freckleton - - N.S.	*63 0 0	Dec. 12, 1840					
Garstang - - N.S.	104 0 0	Sept. 11, 1845	- -	21 10 0			
Garstang - - R.C.	- - -	- - -	4 15 6½	- -	- -	211 13 4	9 8 0
Gillmoss, St. Swithin's, Boys, Girls, and Infants - R.C.	- - -	- - -	2 12 0½	- -	- -	- - -	3 5 0
Golborne Ch. Sch.	- - -	- - -	- -	24 15 0	- -	12 10 0	15 14 0
Goodshaw-Booth - N.S.	*234 0 0	June 27, 1838					
Goodshaw and Loveclough - N.S.	117 0 0	May 11, 1847					
Gorton - - N.S.	*142 0 0	Feb. 9, 1839					
Grane - - - N.S.	*120 0 0	April 1, 1837	3 6 10½				
Greenacre's Moor - N.S.	*165 0 0	July 8, 1837					
Habergham, All Saints' - - N.S.	228 0 0	Apr. 29, 1851	14 11 2	187 15 0	74 7 6	766 13 4	84 6 0
Habergham Eaves N.S.	200 0 0	Jan. 9, 1841	7 2 2	49 7 6	- -	426 11 8	
" " - "	200 0 0	Jan. 4, 1844					
" " - "	70 0 0	Mar. 11, 1853					
" " - "	64 0 0	Dec. 26, 1855					
Halewood - - N.S.	60 0 0	Nov. 20, 1848	- -	86 10 0	- -	- - -	13 9 0
" - - "	22 0 0	Dec. 28, 1855					
Halsall - - N.S.	- - -	- - -	3 16 0½	103 18 4	- -	228 0 0	2 19 0
Halliwell, Dean Mills - - B.S.	- - -	- - -	- -	14 6 8	- -	318 5 0	60 13 0
Halton - - N.S.	- - -	- - -	1 0 5½	- -	- -	67 10 0	
Hambleton - N.S.	*40 0 0	Nov. 5, 1836					
Hamer, St. John's - N.S.	- - -	- - -	1 15 3½				
Harpurhey - N.S.	- - -	- - -	7 1 10½	55 8 4	- -	291 12 6	8 1 0
Harwood, Great - N.S.	*123 0 0	Oct. 13, 1838	2 12 0½	50 10 0	- -	- - -	15 0 0
Haslingden - - N.S.	318 2 6	Nov. 11, 1854					
Haydock - - N.S.	*120 0 0	Sept. 18, 1839	1 18 7				
Hawkshead - - N.S.	- - -	- - -	1 15 0½				
Healey - - - N.S.	315 0 0	July 23, 1853	8 6 8½	15 0 0	- -	3 15 0	26 10 0
Heaton Norris, Ch. Ch. - - N.S.	- - -	- - -	3 2 11½				
Helen's, St. - - Wes.	500 0 0	April 26, 1855	7 18 5				
Helen's, Saint, (Cowley's Charity) - B.S.	265 0 0	Jan. 20, 1847					
Helen's, St. Lowe House - - R.C.	- - -	- - -	10 0 0	5 10 0	-	76 10 0	
Helen's, Saint (Moreflat) - - N.S.	- - -	- - -	3 10 0½	18 10 0	- -	35 16 8	
Helen's Saint, Par Mount - - N.S.	133 13 4	Nov. 21, 1854					

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LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hey Houses and Sabden - - N.S.	*75 0 0	July 28, 1841					
Heywood, New Jerusalem Factory B.S.	- - -	- - -	8 3 4				
Heywood, Gt. Bank Mills, Evening Sch., Boys and Girls - -	- - -	- - -	2 0 0½				
Heywood, Queen Street, Infant - Wes.	- - -	- - -	1 4 9	- - -	- - -	16 13 4	
Heywood, St. James', Boys and Girls - N.S.	*360 0 0	Dec. 29, 1838	2 18 4½	40 16 8	- - -	37 0 0	
" " - "	15 0 0	Mar. 28, 1854					
" " - "	3 15 0	Sept. 1, 1854					
Heywood, St. James', Heady Hill - N.S.	180 0 0	Apr. 1, 1843	7 18 6½				
" " - "	50 0 0	Apr. 10, 1849					
Heywood, St. Luke's (Mount Street), - N.S.	220 0 0	July 19, 1841					
Heywood, St. Luke's (York Street) - N.S.	*78 0 0	Nov. 19, 1836	20 6 4½	140 16 8	60 0 0	670 16 8	
" " - "	28 0 0	Oct. 21, 1842					
" " - "	14 0 0	Sept. 11, 1850					
" " - "	25 0 0	Sept. 15, 1851					
Higham - - - N.S.	*50 0 0	June 6, 1838	0 11 5½				
Hippings - - Wes.	- - -	- - -	3 6 8				
Hoddlesden - - N.S.	171 0 0	Aug. 23, 1853	5 7 0				
Holden Fold - - N.S.	32 0 0	Dec. 11, 1855					
Hollingwood - - N.S.	*180 0 0	Oct. 27, 1838					
Hoole - - - N.S.	200 0 0	Oct. 23, 1851					
Hornby - - - N.S.	- - -	- - -	1 13 4				
Houghton, West - N.S.	43 0 0	June 19, 1841					
Hulme, Holy Trinity - - N.S.	*208 0 0	Dec. 9, 1840	17 1 3½	131 13 4	50 0 0	475 3 4	
Hulme, St. George's N.S.	- - -	- - -	- - -	- - -	- - -	44 8 4	
Hulme, St. Mark's N.S.	- - -	- - -	- - -	36 15 0	- - -	66 5 0	
Hurst - - B.S.	- - -	- - -	10 4 2½	88 16 8	- - -	378 10 0	48 3 0
Hurst - - N.S.	384 0 0	Jan. 9, 1849					
Hurst Green - N.S.	60 0 0	Oct. 11, 1843	1 1 0½				
Hurst Green - R.C.	- - -	- - -	6 7 5	- - -	- - -	214 7 0	
Ince, St. Catherine's, N.S.	419 12 6	July 12, 1851	5 1 8	14 3 4	- - -	47 10 0	
Ince Blundell - R.C.	- - -	- - -	3 14 10	- - -	- - -	68 15 0	18 0 0
Inskip - - N.S.	80 0 0	Sept. 23, 1848	4 12 8½				
" "	8 0 0	Nov. 7, 1848					
Irlams o'the Height B.S.	- - -	- - -	5 3 1	51 5 0	- - -	105 10 0	26 14 0
Irwell or Bury (Peel Street) - - N.S.	*225 0 0	Oct. 28, 1837	4 0 4½	63 6 8	- - -	182 16 8	
" " - "	75 0 0	Jan. 28, 1848					
" " - "	3 3 0	Apr. 14, 1848					
Kersall, St. Paul's, N.S.	- - -	- - -	- - -	31 13 4	- - -	3 6 8	
Kirkby - - N.S.	- - -	- - -	2 13 2½	33 11 8	- - -	46 10 0	6 16 0
Kirkdale, Industrial P.U.	- - -	- - -	- - -	- - -	- - -	354 11 8	
Kirkdale, St. Mary's N.S.	150 0 0	May 28, 1845	4 8 8	45 0 0			
Kirkham, Boys - N.S.	- - -	- - -	3 19 3½	- - -	- - -	78 10 0	18 5 0
Knowsley - - N.S.	- - -	- - -	- - -	135 4 2	- - -	32 10 0	11 8 0
Lancaster - - B.S.	*150 0 0	July 23, 1835	9 15 11	- - -	- - -	499 15 0	
" - - "	11 11 11	July 18, 1854					
Lancaster Parish, Boys - - - N.S.	10 0 0	Mar. 20, 1855	15 12 8½	60 0 0	- - -	650 0 0	
Lancaster, Boys, Girls, and Infants R.C.	- - -	- - -	5 15 8½	66 10 0	- - -	217 1 8	
Lancaster, St. Thomas', Boys, Girls, and Infants - - N.S.	800 0 0	Sept. 16, 1847	4 6 2½	84 0 0	- - -	290 10 0	
" " - "	4 5 0	Apr. 14, 1848					
" " - "	66 13 4	Feb. 28, 1853					
Lathom, St James' N.S.	260 0 0	Oct. 17, 1851	3 0 1				

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Lees Zion - - B.S.	- -	- - -	12 11 4	- -	- -	583 5 0	
Leigh, Mixed and Infants - - N.S.	325 0 0	Jan. 11, 1841	2 7 6¾	70 0 0	- -	161 11 8	
Leigh - - - Wes.	- - -	- - -	4 4 1¼	43 1 8	- -	153 2 6	
Leigh (LatelyCommon) - - - N.S.	45 0 0	Nov. 20, 1841					
Lever, Little, Mixed N.S.	209 0 0	June 1, 1854					
Leyland - - N.S.	*252 0 0	Jan. 19, 1839	1 18 8	20 0 0	- -	64 8 4	12 4 0
" - - "	70 0 0	Oct. 17, 1845					
Lindale-in-Cartmel N.S.	*50 0 0	May 16, 1838					
Lindale-in-Marton N.S.	- - -	- - -	4 6 8				
Litherland - - R.C.	- - -	- - -	2 19 2¼	12 0 0	- -	128 15 0	11 2 0
Littleborough - N.S.	170 0 0	Jan. 26, 1846					
Liverpool, All Saints' N.S.	854 13 4	Jan. 10, 1854	10 5 5½	23 5 10	- -	52 0 0	
Liverpool, Brunswick (Prescot Street) - Wes.	- - -	- - -	1 14 0	15 0 0	- -	130 10 0	
Liverpool, Ch. Ch. - N.S.	*337 0 0	June 28, 1849	21 5 10½	217 1 0	- -	1,559 11 8	
" " - "	17 6 8	Nov. 26, 1852					
Liverpool, Hackin's Hey, Boys - B.S.	- - -	- - -	3 12 1	- -	- -	15 0 0	
Liverpool, Harrington, Mixed - B.S.	- - -	- - -	12 6 8½	216 5 10	30 0 0	1,543 6 8	
Liverpool, Hibernian - - - B.S.	268 0 0	Jan. 29, 1852	18 18 4½	123 1 8	73 6 8	1,072 14 7	
" " "	150 0 0	Jan. 17, 1853					
Liverpool, Holy Cross, R.C.	1,200 0 0	Feb. 8, 1855	9 19 8	- -	- -	90 10 0	
Liverpool, Hope Street - - B.S.	- - -	- - -	17 6 11½	93 5 10	25 0 0	682 0 0	
Liverpool, Jordan Street, Boys, Girls, and Infants - Wes.	- - -	- - -	12 7 2½	140 11 8	- -	830 13 4	
Liverpool, Moorfields, Old Charity - N.S.	- - -	- - -	9 3 5½	84 15 0	- -	277 7 6	
Liverpool, North - N.S.	92 6 8	Sept. 6, 1853	10 3 7½	66 11 8	58 6 8	1,166 5 10	
Liverpool, South (Cornwallis Street) Boys and Girls - N.S.	- - -	- - -	13 8 0½	183 0 0	- -	778 5 0	
Liverpool, Toxteth B.S.	- - -	- - -	2 4 5½	22 0 0	- -	29 0 0	
Liverpool, St. Andrew's N.S.	- - -	- - -	3 10 6	55 19 2	- -	236 5 10	
Liverpool, St. Anne's, (Edge Hill), - R.C.	700 0 0	Dec. 16, 1852	10 8 5	38 6 8	- -	145 18 4	
Liverpool, St. Anthony's Girls - - - R.C.	- - -	- - -	4 15 4	- -	- -	998 8 4	
Liverpool, St. Augustine's, - - N.S.	*300 0 0	Apr. 15, 1835	16 15 4½	166 0 0	60 0 0	858 8 4	
" " - "	951 15 0	July 1, 1853					
Liverpool, St. Barnabas' - - N.S.	731 0 0	Apr. 17, 1845	13 1 8¼	77 4 2	- -	371 0 0	
" " - "	20 0 0	Nov. 7, 1848					
Liverpool, St. Bartholomew's (Naylor Street) - N.S.	328 0 0	Nov. 22, 1843	5 0 2	72 1 8	25 0 0	821 10 0	
" " - "	6 0 0	Dec. 6, 1849					
" " - "	23 0 0	Nov. 21, 1854					
Liverpool, St. Bride's, N.S.	*625 0 0	July 26, 1837	7 4 8	64 5 0	- -	601 16 8	
Liverpool, St. Catherine's - - - N.S.	*200 0 0	Apr. 19, 1837					
Liverpool, St. Francis Xavier's - - R.C.	800 0 0	Dec. 14, 1854	20 0 0				
Liverpool, St. Helen's - - - R.C.	- - -	- - -	- -	- -	- -	184 17 6	
Liverpool St. James', (Toxteth Park), N.S.	250 0 0	July 16, 1849	12 11 9	115 10 0	34 3 4	561 5 0	
" " - "	39 13 4	Dec. 1, 1853					
" " - "	25 0 0	May 19, 1855					

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Liverpool, St. John's, B., G., & Infts. - N.S.	312 10 0	Dec. 17, 1851	- - -	- - -	- - -	42 0 0	
" " "	40 0 0	Mar. 20, 1855					
Liverpool, St. John's, (Toxteth Park), B., G., & Infts. - N.S.	*450 0 0	Dec. 29, 1838					
Liverpool, St. Jude's, (Edge Hill) - - N.S.	- - -	- - -	9 2 11½	39 17 6	- - -	338 10 0	
Liverpool, St. Luke's, Boys, Girls, and Infants - - N.S.	*190 0 0	July 22, 1838	4 11 5½	184 5 0	- - -	559 7 6	
" " - "	12 12 0	July 18, 1854					
" " - "	12 4 0	Oct. 25, 1855					
Liverpool, St. Mark's, Boys, Girls, and Infants - - - N.S.	800 0 0	Aug. 2, 1855	11 13 1½	188 5 10	- - -	414 15 0	
Liverpool, St. Martin's, Boys, Girls, and Infants - - - N.S.	650 0 0	July 26, 1845	5 17 0½	104 6 8	- - -	477 15 0	
Liverpool, St. Mary's, (Edge Hill), Boys and Girls - - N.S.	- - -	- - -	9 19 1½	211 19 0	- - -	804 12 6	
Liverpool, St. Mary's, (Raye Street), Girls - R.C.	- - -	- - -	14 4 9½	43 6 8	- - -	614 5 0	
Liverpool, St. Nicholas', Girls and Infants R.C.	- - -	- - -	17 19 5½	- - -	- - -	575 4 2	
Liverpool, St. Oswald's Boys and Girls - R.C.	- - -	- - -	6 19 8	- - -	- - -	197 13 4	
Liverpool, St. Paul's, (Prince's Park), Boys and Girls - - N.S.	- - -	- - -	6 12 8½	102 17 6	- - -	369 0 0	
Liverpool, St. Peter's, R.C.	- - -	- - -	10 17 2	- - -	- - -	99 10 0	
Liverpool, St. Saviour's N.S.	- - -	- - -	2 12 7½	25 11 8	- - -	29 0 0	
Liverpool, St. Thomas', (Mount Vernon Street), R.C.	10 0 0	Mar. 11, 1854	14 18 0	- - -	- - -	449 0 0	
Liverpool, St. Thomas', (Toxteth Park), Boys, Girls, and Infants N.S.	615 0 0	Aug. 6, 1846	12 18 0	137 11 8	20 0 0	700 6 8	
Liverpool, St. Thomas' and St. William's, (Blackstock Street) Boys and Girls - R.C.	- - -	- - -	8 2 5	80 10 0	- - -	538 5 0	
Liverpool, Windsor, St. Clement's - N.S.	240 0 0	Nov. 22, 1843	7 1 9½	113 8 4	- - -	399 6 8	
" " - "	50 0 0	Feb. 3, 1849					
" " - "	30 0 0	Sept. 18, 1854					
Liverpool, Workhouse -	- - -	- - -	- - -	- - -	- - -	6 0 4	
Longridge - - N.S.	- - -	- - -	1 6 6				
Longsight - - N.S.	157 10 0	Dec. 11, 1851	2 18 2				
Lytham, St. John's, N.S.	184 10 0	June 15, 1852	4 0 0½				
" " - "	92 17 6	April 5, 1853					
Lytham, St. Peter's R.C.	- - -	- - -	3 6 8				
Maghull - - N.S.	80 0 0	Dec. 15, 1841	1 17 9½				
Manchester, All Souls', Mixed and Infants N.S.	364 0 0	Jan. 19, 1846	7 0 5½	45 0 0	- - -	112 10 0	
Manchester, Ancoats Chalmers' (Mill Street) Presbyterian -	- - -	- - -	8 10 0	38 16 8	- - -	141 0 0	
Manchester, Ancoats Lyceum, Factory B.S.	- - -	- - -	13 16 2	- - -	- - -	582 14 2	
Manchester, Ancoats, St. Andrew's, Boys, Girls, and Infants N.S.	*300 0 0	Aug. 9, 1837	5 7 8½	106 0 0	- - -	226 1 8	
" " - "	20 0 0	July 30, 1846					
" " - "	100 0 0	June 26, 1849					
" "	19 0 0	Nov. 4, 1851					

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Manchester Cathedral, Boys and Girls - N.S.	- - -	- - -	6 17 10½	205 11 8	- -	378 0 0	
Manchester Cathedral, Charity, Ch. Sch.	- - -	- - -	2 1 5	35 0 0	- -	52 10 0	
Manchester (Cheetham Hill) - - Wes.	- - -	- - -	7 1 10½	78 15 0	- -	479 6 8	
Manchester (Cheetham Hill Road) Jews' Sch.	- - -	- - -	4 6 8	21 13 4	- -	47 0 0	
Manchester, Church Teachers' Institution - - - -	- - -	- - -	2 5 10½				
Manchester (Collegiate District) - N.S.	*400 0 0	Aug. 24, 1836					
Manchester (Granby Row) - - - N.S.	200 0 0	Mar. 31, 1845	8 6 8½	104 0 0	- -	273 12 6	
Manchester, Chorlton-on-Medlock (Grosvenor Square), Presbyterian - - -	221 0 0	April 5, 1854	16 9 7½	20 0 0	- -	413 0 0	
Manchester, Jerusalem Church School - -	- - -	- - -	24 11 0½	- -	- -	998 3 4	
Manchester (Lower Moseley Street) - B.S.	*420 0 0	Jan. 22, 1837	19 5 0	162 12 6	- -	1,458 10 10	
" - - - "	*400 0 0	Jan. 9, 1839					
Manchester (Marshall Street), Boys and Girls - - -	- - -	- - -	8 8 5	77 0 0	- -	1,204 9 0	
Manchester, Miles Platting (Argyle Street) - - B.S.	- - -	- - -	16 0 11½	68 0 0	- -	511 10 0	
Manchester (Rusholme Road) - Wes.	- - -	- - -	11 7 9½	231 10 10	- -	720 4 2	
Manchester, St. Ann's N.S.	500 0 0	Dec. 18, 1841	4 9 11	190 15 0	- -	315 8 4	
" " - - "	71 0 0	Sept. 5, 1850					
Manchester, St. Barnabas' - - N.S.	500 0 0	Nov. 18, 1843	9 14 7½	104 11 8	- -	801 1 8	
" " - - "	5 18 8	Nov. 7, 1848					
Manchester, St. Chad's (Cheetham Hill) - R.C.	620 0 0	Aug. 10, 1852	8 3 4	74 5 0	- -	314 5 0	
Manchester, St. James' N.S.	700 0 0	Apr. 3, 1846	10 15 0½	18 6 8	- -	327 5 0	
Manchester, St. John's N.S.	- - -	- - -	21 15 8½	69 11 8	- -	668 10 0	
Manchester, St. Jude's, Boys and Girls - - - N.S.	- - -	- - -	6 8 0	48 3 4	- -	182 10 0	
Manchester, St. Mark's (Cheetham Hill) N.S.	215 0 0	Dec. 5, 1843	2 19 5½	91 10 0			
Manchester, St. Mary's - - R.C.	460 0 0	July 30, 1855	7 9 0				
Manchester, St. Matthew's, Boys and Girls - - N.S.	461 2 6	May 11, 1855					
Manchester, St. Michael's - - N.S.	418 0 0	Mar. 22, 1842					
" " - - "	300 0 0	Dec. 13, 1844					
Manchester, St. Patrick's, Girls and Infants - R.C.	- - -	- - -	8 4 9	- -	- -	666 10 0	
Manchester, St. Philip's - Ch. S.	764 0 0	Jan. 8, 1852	3 11 1½	6 13 4	- -	32 10 0	
Manchester, St. Saviour's, (Chorlton-on-Medlock) - N.S.	380 0 0	Dec. 31, 1852	7 0 0	82 6 8	- -	808 3 4	
Manchester, St. Silas' - - - N.S.	612 0 0	Sept. 27, 1845					
Manchester, St. Thomas' (Redbank) - N.S.	531 0 0	May 29, 1848	6 19 1½	208 15 0	- -	795 5 10	

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Manchester, St. Wilfred's, Girls - R.C.	- - -	- - -	9 0 0½	- -	- -	101 2 6	
Marsden, Great - N.S.	250 0 0	Apr. 5, 1849	5 3 4½	32 10 0	- -	157 0 0	29 13 0
Marsden, Little - N.S.	*110 0 0	Apr. 22, 1835	2 16 8				
" - - "	6 19 0	July 20, 1847					
Mawdsley - - N.S.	85 0 0	Oct. 17, 1844					
Mayfield - - B.S.	- - -	- - -	9 16 9½	136 15 0	- -	449 14 2	
Mellor Brook - N.S.	*110 0 0	June 29, 1836					
Michael's, St., on Wyre - - N.S.	- - -	- - -	3 6 2½	43 10 0	- -	244 0 0	25 11 0
Micklehead Green, Mixed - - B.S.	- - -	- - -	2 4 0½	23 15 0			
Middleton - - N.S.	200 0 0	April 21, 1843	2 1 4	77 16 8	- -	163 13 4	
Middleton, Infants N.S.	- - -	- - -	4 3 6				
Middleton, Barrowfields, Infants - N.S.	135 0 0	Aug. 29, 1845	1 16 7½	14 0 0	- -	67 4 2	
Milnrow - - - B.S.	90 0 0	Jan. 11, 1840					
" - - - "	8 19 8	May 21, 1846					
Milnrow - - - N.S.	200 0 0	May 24, 1841	6 12 6				
" - - - "	20 0 0	Oct. 17, 1855					
Moss Bank - - N.S.	303 0 0	Oct. 3, 1855					
Mossley - - - N.S.	315 0 0	Nov. 1, 1842					
" - - - "	150 0 0	Dec. 16, 1844					
Moston - - - N.S.	174 0 0	Feb. 28, 1845					
Musbury (Hollin Bank) - - - N.S.	- - -	- - -	3 15 4				
Newton Heath, All Saints', (No. 1), Boys, Girls, and Infants - - N.S.	907 13 4	Dec. 30, 1854					
Newton Heath, All Saints' (No. 2), Mixed - - N.S.	240 0 0	Feb. 15, 1845	- -	- -	- -	32 5 0	
" " - - "	14 6 8	Oct. 20, 1854					
Oakenrod, Factory and Evening School - -	- - -	- - -	5 10 1				
Oldham - - - B.S.	*254 0 0	Sept. 11, 1834					
Oldham (St. Domingo Street) - Wes.	- - -	- - -	8 10 0	69 3 4	- -	390 10 0	
Oldham, St. Mary's N.S.	1,000 0 0	Feb. 3, 1844					
Oldham, St. Peter's, Boys, Girls, and Infants - - N.S.	*588 0 0	Oct. 1, 1836					
" " - - "	650 0 0	July 23, 1844					
Openshaw - - N.S.	138 10 0	Oct. 14, 1854	4 14 3½	28 17 6	- -	22 10 0	
Ormskirk - - N.S.	- - -	- - -	- -	36 10 0	- -	51 16 8	
Ormskirk, United Charity, Boys, Girls, and Infants -	292 3 4	Nov. 1, 1854	9 6 10½	90 5 0	- -	319 10 0	
Orrel - - - R.C.	- - -	- - -	2 0 0				
Oswaldtwistle (Cabin End) - - N.S.	*120 0 0	June 28, 1837	3 11 6	15 0 0	- -	157 15 10	
Oswaldtwistle (Daisey Green) - - N.S.	*96 0 0	Feb. 2, 1839					
Oswaldtwistle (New Lane) - - - N.S.	- - -	- - -	2 1 8½	- -	- -	114 10 0	
Paddington, St. Paul's, N.S.	- - -	- - -	7 4 2				
Padgate - - N.S.	150 0 0	May 1, 1844					
Parr, St. Peter's - N.S.	300 0 0	Sept. 9, 1844					
" " - - "	50 0 0	Nov. 3, 1844					
" " - - "	36 16 8	Oct. 31, 1854					
Patricroft (Mechanics' Institute) - B.S.	300 0 0	Mar. 16, 1849	6 14 3½	146 0 0	- -	413 11 8	31 17 0
" " - - "	26 2 8	Aug. 27, 1849					
Pemsley, Infants, Ch. of Eng.	90 0 0	July 24, 1854					
Pemberton - - N.S.	136 0 0	Mar. 2, 1843					

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Pemberton, Goose Green - - - N.S.	*30 0 0	Apr. 5, 1838					
Pendlebury, St. John's, N.S.	270 0 0	May 13, 1846	4 13 7½	40 0 0	- -	276 11 8	40 10 0
Pendleton, St. Thomas' - - N.S.	*60 0 0	Aug. 26, 1837	6 9 8	111 6 8	- -	130 13 1	
Pilkington, Park Lane - - - B.S.	- - -	- - -	6 15 0½	- -	- -	439 10 0	24 1 0
Prescot, St. Mary's R.C.	- - -	- - -	5 16 8				
Preston, All Saints', Boys, Girls, and Infants - - N.S.	466 5 0	Nov. 28, 1854	5 10 11				
Preston, Central - N.S.	- - -	- - -	12 9 8½	89 3 4	- -	384 5 0	
Preston, Ch. Ch. - N.S.	*105 0 0	Dec. 5, 1835	7 19 1½	69 17 6	- -	383 6 8	
Preston (Croft Street) Wes.	- - -	- - -	3 9 7½	41 13 4	- -	89 0 0	
Preston, Holy Trinity - - - N.S.	605 0 0	Dec. 23, 1845	11 11 9½	60 5 0	- -	241 17 6	
„ „ - „	35 6 8	Oct. 5, 1849					
Preston, (The Talbot), Boys, Girls, and Infants - R.C.	- - -	- - -	4 0 0½	25 1 8	- -	37 6 8	
Preston (Walker Street) - - R.C.	- - -	- - -	8 0 0½	59 0 0	6 5 0	99 0 0	
Preston, St. Augustine's - - - R.C.	- - -	- - -	5 2 6½	34 0 0	- -	430 11 8	
Preston, St. Ignatius' - - - R.C.	- - -	- - -	12 4 7½	- -	- -	363 17 6	
Preston, St. James' N.S.	489 0 0	Sept. 20, 1850	4 15 4	10 0 0	- -	61 10 0	
„ „ - „	12 0 0	Nov. 21, 1855					
Preston, St. Mary's, Boys, Girls, and Infants - - N.S.	*250 0 0	Jan. 24, 1838	4 0 0	24 18 4	- -	76 0 0	
„ „ - „	154 0 0	Sept. 2, 1847					
Preston, St. Paul's - N.S.	83 9 2	Nov. 14, 1855	20 11 11½	224 16 8	- -	934 0 0	
Preston, St. Paul's, Infant (Deepdale Mill Street) - N.S.	184 0 0	May 31, 1854					
Preston, St. Peter's N.S.	- - -	- - -	10 11 10½	37 18 4	- -	115 0 0	
Preston, St. Thomas', Boys, Girls, and Infants - - N.S.	250 0 0	June 9, 1841	3 10 2				
„ „ - „	166 0 0	Sept. 26, 1848					
„ „ - „	47 0 0	Sept. 12, 1855					
Preston, St. Wilfred's (Fox Street) - R.C.	80 0 0	June 11, 1853	14 16 5½	59 2 6	- -	452 5 0	
Prestwich - - N.S.	- - -	- - -	3 1 10	12 5 0	- -	31 5 0	
Prestwich, Rooden Lane, Mixed - B.S.	250 0 0	Dec. 18, 1854	5 12 0½	102 0 0	- -	82 3 4	18 6 0
Quernmore - - N.S.	*35 0 0	Mar. 21, 1838	3 5 4	4 2 6	- -	50 13 4	14 12 0
„ - - „	92 5 0	Dec. 23, 1852					
Radcliffe - - N.S.	*405 0 0	July 31, 1839	- -	65 0 0			
Radcliffe Close, - Wes.	130 0 0	Aug. 4, 1853	8 19 7½	49 10 0	- -	255 0 0	27 17 0
Rainford, Boys, Girls, and Infants, N.S.	149 5 0	Sept. 5, 1850	3 13 3½	31 17 6			
„ „ - „	30 0 0	Dec. 31, 1850					
„ „ - „	30 0 0	May 5, 1852					
Rainford, at Crank Hill, Mixed - N.S.	117 0 0	Dec. 28, 1852					
Rainhill - - N.S.	100 0 0	May 5, 1841	- -	25 0 0	- -	93 2 6	12 19 0
„ - - „	75 0 0	May. 16, 1849					
Rainhill - - - R.C.	- - -	- - -	3 9 0	90 0 0	- -	52 10 0	7 4 0
Ravenhead (Plate Glass Company's) B.S.	- - -	- - -	6 19 0½	33 15 0	- -	294 6 8	
Rawcliffe Hall - N.S.	- - -	- - -	- -	- -	- -	48 6 8	
Rawtenstall - - N.S.	*200 0 0	June 29, 1839	- -	3 15 0	- -	10 0 0	
Read (in Whalley), N.S.	*60 0 0	Dec. 19, 1838					
Risley, - Presbyterian	105 0 0	Feb. 5, 1852	2 14 11	56 7 6	- -	- - -	1 16 0
Rochdale - - B.S.	*250 0 0	Jan. 31, 1838					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.			Grants for Books and Maps.			Grants to Certificated Teachers.			Grants to Assistant Teachers.			Grants on account of Pupil-teachers.			Capitation Grants.		
	Amount.		Date of Payment.															
LANCASHIRE—*cont.*	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Rochdale - - N.S.	100	0	0 Mar. 1, 1844	2	7	8½	115	10	0	60	0	0	529	6	8			
" - - "	50	0	0 Jan. 31, 1845															
" - - "	38	0	0 May 9, 1854															
Rochdale - - Wes.	-	-	-	4	3	4½	30	0	0	-		-	31	10	0			
Rochdale, St. John's R.C.	-	-	-	2	3	4												
Ryecroft - - B.S.	-	-	-	12	4	2½	63	16	8	-		-	156	0	0			
Salesbury - - N.S.	240	0	0 July 14, 1852															
Salford (Broughton Road) - - Wes.	-	-	-	13	7	6½	93	6	8	-		-	308	0	0			
Salford, Ch. Ch. - N.S.	-	-	-	10	18	9½	239	4	0	-		-	846	6	8			
Salford, (Ellor Street), B.S.	*200	0	0 Sept. 4, 1839															
" - - "	50	0	0 Feb. 19, 1840															
Salford, Model, (Great George Street) -	-	-	-	18	10	6½	280	0	0	30	0	0	998	8	4			
Salford, New Jerusalem Church School - -	-	-	-	4	3	4½	35	8	4	10	8	4	212	0	0			
Salford, Scotch Presbyterian School, Boys and Girls - - - -	-	-	-	7	8	3	166	10	0	-		-	492	17	6			
Salford, St. Bartholomew's, Boys and Girls - - N.S.	400	0	0 Mar. 22, 1844	10	4	11½	146	15	0	-		-	382	5	0			
" " - "	17	0	0 Apr. 17, 1850															
" - - "	20	0	0 Nov. 21, 1855															
Salford, St. John's - R.C.	-	-	-	2	6	4												
Salford, St. Mathias' N.S.	500	0	0 Aug. 24, 1842	4	4	8½	112	11	8	-		-	469	8	4			
" " -	20	0	0 July 30, 1846															
Samlesbury - - N.S.	*120	0	0 Oct. 16, 1837															
Satterthwaite and Rusland, Mixed - N.S.	100	0	0 Feb. 13, 1850	3	8	8½	87	10	0	-		-	49	11	8			
Scarisbrick, - Ch. S.	-	-	-	1	0	6½	19	0	0	-		-	50	8	4			
Scorton - - - B.S.	-	-	-	2	18	4	-		-	-		-	200	16	8			
Scotforth - - B.S.	50	0	0 Dec. 28, 1846															
Seaforth, - Ch. S.	259	0	0 Mar. 3, 1855	-		-	30	0	0									
Sharples, (Messrs. Ashworths') Mixed and Infants - - B.S.	-	-	-	2	0	8½	68	15	0	-		-	249	6	8	31	0	0
Shaw - - - N.S.	*200	0	0 Oct. 23, 1839	3	1	7	-		-	-		-	-		-	16	13	0
Shaw - - - Wes.	-	-	-	5	0	0½	19	5	0	-		-	-		-	12	10	0
Shuttleworth - N.S.	200	0	0 Feb. 15, 1849	4	8	9½												
Silverdale - - N.S.	87	0	0 Mar. 10, 1855	1	6	8½												
Skerton - - - N.S.	*120	0	0 Nov. 4, 1837	2	14	7½												
" - - "	30	0	0 June 14, 1849															
Smallbridge, St. John's - - N.S.	*200	0	0 Jan. 30, 1839	6	2	3	101	5	0	50	0	0	312	11	8	51	13	0
Smithill's Deane - N.S.	60	0	0 Feb. 10, 1843															
Southport - - B.S.	*60	0	0 June 8, 1839															
Southport, Ch.Ch. - N.S.	*57	0	0 Mar. 14, 1838															
" - "	315	0	0 Nov. 8, 1854															
Southport Holy Trinity - - N.S.	-	-	-	3	12	0												
Southport, St. Mary's R.C.	-	-	-	1	0	0												
Southshore - - N.S.	80	0	0 Nov. 17, 1846															
Spotland - - N.S.	*166	0	0 Oct. 28, 1837	3	11	4½												
" - - "	13	19	11 Feb. 17, 1846															
" - - "	13	12	6 April 14, 1848															
" - - "	23	0	0 Nov. 22, 1853															
" - - "	3	16	8 Nov. 22, 1853															
Stand - - - N.S.	*270	0	0 Jan. 25, 1837															
Standish - - N.S.	-	-	-	3	3	4½	23	7	6	-		-	49	0	0	14	2	0
Standish (Girls) - N.S.	-	-	-	-		-	4	0	0									
Stanley, St. Anne's N.S.	436	0	0 May 14, 1847	6	1	8	-		-	-		-	29	0	0			
Staveley-in-Cartmel, Endowed School	32	0	0 July 29, 1848															
Stonefield - - N.S.	*60	0	0 Jan. 18, 1837															
Stretford - - N.S.	370	0	0 Nov. 5, 1845	-		-	152	0	0	-		-	221	16	8			
Sutton - - - N.S.	-	-	-	6	0	0	53	6	8	-		-	15	0	0	11	7	0
Sutton, St. Anne's - R.C.	-	-	-	1	16	4½												

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Swinton, Industrial P.U.	- - -	- - -	- - -	- - -	- - -	270 10 0	
Symonstone - - N.S.	52 0 0	Oct. 3, 1840	0 10 8				
Tarleton - - N.S.	*120 0 0	Aug. 3, 1839					
Tarleton, the Holmes, N.S.	166 0 0	Jan. 18, 1848					
Thornham - - N.S.	*100 0 0	Dec. 12, 1840	- - -	- - -	- - -	- - -	3 6 0
Tockholes - - N.S.	50 0 0	Mar. 19, 1846					
Todmorden - - N.S.	500 0 0	Feb. 19, 1845					
Tonge-cum-Alkington, Boys and Girls - N.S.	198 0 0	July 6, 1847					
Tottington - - N.S.	*90 0 0	Feb. 11, 1836	2 6 10½	8 15 0	- - -	55 16 8	8 8 0
„ - - „	*99 0 0	May 28, 1836					
Townley - - R.C.	- - -	- - -	1 0 8	65 0 0	- - -	272 1 8	
Trawden - - N.S.	140 0 0	June 9, 1843					
Tunstead - - N.S.	*110 0 0	July 29, 1842	2 14 6½				
Ulneswalton - - N.S.	35 0 0	Dec. 8, 1846					
Ulverstone - - N.S.	*150 0 0	Aug. 2, 1834	4 0 1½	49 0 0	- - -	25 0 0	
Unsworth - - N.S.	360 0 0	Aug. 12, 1846	4 5 1½	- - -	- - -	15 0 0	
„ - - „	60 0 0	June 11, 1847					
„ - - „	12 0 0	Jan. 25, 1849					
„ - - „	20 0 0	Jan. 29, 1851					
Unsworth - - Wes.	- - -	- - -	4 0 0½	- - -	- - -	2 10 0	
Upholland, Girls - N.S.	198 0 0	Mar. 21, 1850	1 16 0½	4 3 4	- - -	- - -	6 0 0
Upholland, (Mixed), late Holland Moor N.S.	100 0 0	Mar. 21, 1850	1 15 5	18 15 0	- - -	31 13 4	7 10 0
„ „ „	8 5 4	Jan. 18, 1854					
Urswick, Grammar School - - -	- - -	- - -	1 13 4	26 16 8	- - -	7 5 0	2 6 0
Walkden Moor - N.S.	- - -	- - -	4 13 7½	163 16 8	41 5 0	675 10 0	27 7 0
Walmersley, Ch. Ch. N.S.	*150 0 0	Feb. 22, 1849	5 8 11	- - -	- - -	207 1 0	9 2 0
Walmsley - - N.S.	*200 0 0	June 17, 1840					
„ - - „	150 0 0	Dec. 18, 1846					
Walton-le-Dale - N.S.	*300 0 0	May 25, 1836					
Walton-on-the-Hill N.S.	- - -	- - -	1 17 6½	27 10 0	- - -	32 10 0	
Wardle - - N.S.	270 0 0	Jan 13, 1844	3 12 6½				
Wargrave - - N.S.	450 0 0	Oct. 9, 1845	6 2 2½	132 2 6	- - -	239 14 2	22 15 0
„ - - „	45 0 0	Feb. 17, 1846					
„ - - „	20 0 0	Aug. 19, 1852					
Warrington - B.S.	235 0 0	Aug. 4, 1841	14 7 5½	160 13 4	30 0 0	901 0 0	
„ - - „	66 10 0	July 24, 1851					
„ - - „	18 0 0	Oct. 2, 1852.					
„ - - „	100 0 0	Nov. 4, 1854.					
Warrington, Parochial Model School, Boys -	*415 0 0	June 28, 1854	10 7 2½	115 15 0	- - -	412 0 0	
„ „ -	*85 0 0	Feb. 6, 1829					
„ „ -	31 1 0	Jan. 2, 1851					
Warrington, Parochial Model School, Girls and Infants - - - -	574 10 0	May 23, 1850	- - -	125 10 0	- - -	545 13 4	
„ „ -	75 0 0	Dec. 17, 1850					
Warrington, St. Alban's - - R.C.	- - -	- - -	0 7 6½	- - -	- - -	21 13 4	
Warrington, St. Paul's and Trinity - N.S.	360 0 0	Dec. 9, 1853	4 8 0				
Warrington (Chester Diocesan) Training -	- - -	- - -	- - -	54 0 0			
Warton, Parish Grammar School - -	- - -	- - -	2 3 4½				
Waterhead - - N.S.	187 13 4	Mar. 14, 1854					
Waterloo, Ch. Ch. N.S.	106 0 0	Jan. 2, 1843	2 18 11	20 0 0	- - -	173 10 10	
„ „ - - „	105 0 0	Sept. 17, 1851					
Wavertree - - B.S.	- - -	- - -	1 12 6½	60 16 8	- - -	188 0 0	3 19 0
Wensley Fold - N.S.	210 0 0	Apr. 25, 1845	4 5 4				
„ - - „	35 0 0	May 1, 1848					
West Derby - - N.S.	- - -	- - -	- - -	40 10 0	- - -	26 5 0	
West Derby - - P.U.	- - -	- - -	- - -	- - -	- - -	99 15 0	
Whalley - - N.S.	*40 0 0	May 18, 1836					
„ - - „	183 0 0	Apr. 1, 1847					
Wheelton - - N.S.	50 0 0	Feb. 8, 1844	1 7 11				
Whittington - N.S.	- - -	- - -	- - -	44 5 0	- - -	205 0 0	

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LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
White Coppice - N.S.	45 0 0	Aug. 15, 1844	1 6 8				
" - "	30 0 0	Oct. 2, 1844					
Whittle-le-Woods N.S.	*35 0 0	Dec. 20, 1834	1 2 2				
Widnes Dock - N.S.	50 0 0	Mar. 31, 1841	0 16 7½				
Wigan, Presbyterian School - - -	90 0 0	Sept. 1, 1852	1 0 0				
Wigan, St. Catherine's, N.S.	*450 0 0	July 18, 1835					
Wigan, St. George's N.S.	*300 0 0	Nov. 7, 1839					
Wigan, St. John's - R.C.	38 0 0	Nov. 16, 1854	10 13 4	30 0 0	- -	412 5 0	
" - "	166 13 4	June 21, 1855					
Wigan, St. Mary's - R.C.	- - -	- - -	1 10 0				
Wigan, St. Patrick's R.C.	- - -	- - -	1 0 2				
Wigan, St. Thomas' N.S.	360 0 0	May 12, 1847	11 5 0½	5 10 0			
" - "	83 10 0	Sept. 23, 1855					
Withington - - N.S.	100 0 0	Dec. 18, 1841	3 7 5	34 0 0	- -	220 0 0	13 3 0
Withnell Mill - Wes.	- - -	- - -	2 19 8	23 7 6	- -	- - -	21 15 0
Witton, St. Mark's N.S.	204 0 0	Jan. 13, 1846					
Woolton - - N.S.	300 0 0	Aug. 31, 1848					
Woolton, Little - N.S.	110 0 0	May 8, 1845					
" - "	27 0 0	Aug. 23, 1845					
Worsley - - N.S.	- - -	- - -	7 17 2½	148 18 4	- -	615 15 0	24 0 0
Yealand Conyers - N.S.	76 0 0	Nov. 3, 1841					
LEICESTERSHIRE.							
Appleby - - B.S.	10 0 0	Feb. 5, 1842					
Ashby-de-la-Zouch, Girls and Infants N.S.	*250 0 0	Nov. 22, 1837					
" " - "	5 18 0	Apr. 17, 1850					
" " - "	60 0 0	Nov. 13, 1855					
Aylestone - - N.S.	75 0 0	Feb. 10, 1845					
Bardon Park - B.S.	- - -	- - -	2 0 4½	- -	- -	173 15 0	
Barkestone - - N.S.	- - -	- - -	- -	49 11 8	- -	100 0 0	8 10 0
Belgrave - - N.S.	*60 0 0	Feb. 5, 1840	- -	- -	- -	- - -	23 0 0
Belton - - - N.S.	82 0 0	Feb. 15, 1844					
Blaby - - - N.S.	3 13 6	Sept. 1, 1849	- -	- -	- -	- - -	4 15 0
" - - - "	125 0 0	Dec. 12, 1849					
Blackfordby - N.S.	20 0 0	Dec. 6, 1844					
Bowden, Great - N.S.	*60 0 0	Mar. 13, 1839					
Branstone and Eaton (Mixed) - - N.S.	70 0 0	Jan. 14, 1845					
Breedon-on-the-Hill, N.S.	- - -	- - -	1 13 4½				
Broughton Astley N.S.	95 0 0	Dec. 8, 1847	1 6 2½	- -	- -	- - -	1 10 0
Buckminster - N.S.	40 0 0	Apr. 15, 1842	0 19 11				
Burbage (Mixed) - N.S.	- - -	- - -	2 0 0	28 3 4	- -	111 17 6	12 12 0
Burbage (Mixed) - Wes.	- - -	- - -	1 0 8				
Coalville - - N.S.	*70 0 0	Dec. 21, 1839					
" - - - "	4 0 0	Sept. 9, 1846					
Croxton Keyrial - N.S.	75 0 0	June 13, 1845					
Dalby, Old - - B.S.	- - -	- - -	3 3 0½	51 5 0	- -	166 10 0	
Donington, Castle Parish School - - -	620 0 0	June 23, 1855	3 0 11				
Eaton, Boys - - Par.	- - -	- - -	1 0 1				
Frisby-on-the-Wreak, N.S.	121 5 9	Mar. 16, 1835					
Gilmorton - - N.S.	- - -	- - -	1 3 1	- -	- -	- - -	16 4 0
Griffydam - - Wes.	349 16 8	July 13, 1854	1 18 8	- -	- -	- - -	6 8 0
Harborough, Market, Boys and Girls - N.S.	*100 0 0	Sept. 14, 1836	- -	45 10 0	- -	- - -	12 10 0
" - "	60 0 0	May 13, 1843					
Harborough, Market, Boys and Girls - B.S.	*205 0 0	Jan. 12, 1839					
Harby - - - N.S.	- - -	- - -	1 13 4				
Hathern - - N.S.	254 0 0	May 3, 1850 -	4 7 7	61 5 0	- -	189 0 0	6 9 0
Heather - - N.S.	40 0 0	Jan. 13, 1846					

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LEICESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Higham-on-the-Hill N.S.	*46 0 0	Dec. 26, 1838	1 13 4				
" "	23 12 6	June 12, 1855					
Hinckley, Holy Trinity - - - N.S.	220 0 0	Dec. 6, 1848 -	4 15 7	-	-	10 16 8	
Hose - - - N.S.	80 0 0	May 6, 1846					
Hugglescote - - N.S.	*51 0 0	Mar. 3, 1838					
Ibstock - - - B.S.	81 0 0	Apr. 26, 1848	2 19 6	-	-	199 16 8	15 0 0
" - - - "	40 0 0	Aug. 17, 1852					
Ibstock - - - N.S.	- - -	- - -	-	16 5 0	-	47 5 10	
Kegworth - - N.S.	133 0 0	Jan. 8, 1840 -	5 6 4½	45 0 0	-	7 5 0	10 8 0
Kibworth-Beauchamp, Boys, Girls, and Infants - - N.S.	115 0 0	July 14, 1843	-	71 0 0	-	261 6 8	12 14 0
Kilworth, North - N.S.	- - -	- - -	-	-	-	- - -	2 2 0
Kilworth, South - N.S.	*40 0 0	May 23, 1835	2 13 1½				
" - - - "	41 0 0	Dec. 15, 1851					
Kincote - - N.S.	- - -	- - -	-	-	-	- - -	1 8 0
Knighton - - N.S.	45 0 0	Feb. 16, 1841	1 19 11½				
Knipton - - N.S.	- - -	- - -	1 13 4	-	-	19 3 4	2 7 0
Leicester, Archdeacon Lane, Infants - B.S.	*100 0 0	May 30, 1838					
Leicester, Central County - - N.S.	- - -	- - -	-	92 5 0	-	445 10 0	
Leicester, Ch. Ch., Boys and Girls - N.S.	152 8 4	May 29, 1841	6 18 3½	87 16 8	-	256 0 0	
Leicester (Curzon Street), Boys, Girls, and Infants - N.S.	237 3 4	Jan. 28, 1853	4 7 2½	6 5 0	-	25 0 0	
Leicester, Great Meeting Day - B.S.	- - -	- - -	13 11 11	66 0 0	-	275 15 0	
Leicester (Hill Street) B.S.	*750 0 0	Dec. 13, 1834	20 16 8½	-	-	195 0 0	
" " - "	120 0 0	May 2, 1855					
Leicester, St. Margaret's - - N.S.	*425 0 0	Oct. 24, 1835					
Loughborough - Wes.	- - -	- - -	5 18 3½	-	-	264 14 2	
Loughborough, Emanuel, Infant N.S.	150 0 0	Apr. 13, 1854					
Loughborough, Lancasterian - - - -	- - -	- - -	-	-	-	60 10 0	
Melton Mowbray, Infant, Church School - - -	100 0 0	Mar. 11, 1854					
Melton Mowbray, Free, Boys and Girls - - N.S.	20 0 0	May 22, 1852	6 4 5½	134 18 4	-	384 0 0	13 17 0
Nailstone - - N.S.	- - -	- - -	-	11 13 4	-	- - -	3 13 0
Oadby - - - N.S.	220 0 0	Aug. 26, 1848					
Queniborough - N.S.	85 0 0	Dec. 4, 1848	-	-	-	- - -	1 9 0
Quorndon - - N.S.	*48 0 0	May 10, 1837	-	-	-	- - -	10 14 0
" - - - "	12 0 0	Apr. 15, 1847					
Redmill - - - N.S.	- - -	- - -	1 0 9				
Rothley - - N.S.	*69 0 0	Sept. 11, 1839	2 18 4	17 10 0	-	30 8 4	
" - - - "	17 3 4	Apr. 12, 1853					
Scalford - - N.S.	20 0 0	Apr. 6, 1846	1 9 1				
Sharnford - - N.S.	70 0 0	May 11, 1846	1 0 0	-	-	- - -	1 16 0
Sheepshed - - N.S.	*200 0 0	Nov. 25, 1837	3 2 2	116 14 2	-	534 17 6	27 7 0
" - - - "	17 0 0	Jan. 2, 1850					
" - - - "	30 0 0	Jan. 8, 1855					
Sheepy - - - N.S.	108 0 0	Mar. 9, 1848	-	-	-	- - -	5 5 0
Shilton (Earls) - N.S.	- - -	- - -	2 7 4	25 0 0	-	7 5 0	6 5 0
Stapleton - - N.S.	75 0 0	Mar. 25, 1848					
Stoke Golding, Boys' Grammar School -	40 0 0	Dec. 10, 1842					
Stonesby - - N.S.	- - -	- - -	1 4 0				
Swepstone - - N.S.	40 0 0	Nov. 7, 1844					
Thringstone - - N.S.	52 10 0	July 10, 1844					
Thurlaston - - N.S.	294 6 0	Nov. 21, 1854	2 1 4½	10 0 0	-	- - -	4 5 0
Thurmaston - - N.S.	125 0 0	May 30, 1845	1 8 4½	-	-	5 0 0	
" - - - "	15 0 0	July 30, 1846					

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	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LEICESTERSHIRE—*cont.*							
Twyford - - N.S.	54 0 0	Mar. 26, 1846	- - -	29 0 0	- - -	- - -	3 18 0
Twyford - - Wes.	- - -	- - -	1 13 4				
Waltham-on-the-Wolds, Boys, Girls, and Infants - N.S.	150 0 0	Feb. 26, 1847	2 3 5½	23 9 2	- - -	47 18 4	6 15 0
Whatton, Long - N.S.	- - -	- - -	- - -	14 3 4			
Whitwick - - N.S.	*45 0 0	Nov. 12, 1836					
Wigston, Great - N.S.	50 0 0	July 11, 1843	1 0 7½	- - -	- - -	- - -	4 2 0
" - - "	35 0 0	Aug. 17, 1844					
Woodhouse - - N.S.	*46 0 0	Dec. 12, 1838					
Woodville - - N.S.	150 0 0	Aug. 22, 1849	- - -	- - -	- - -	- - -	14 3 0
" - - "	25 4 0	June 5, 1855					
Wymeswold - - N.S.	104 0 0	June 21, 1847					
" - - "	31 0 0	Oct. 25, 1854	- - -	5 0 0	- - -	- - -	0 17 0
LINCOLNSHIRE.							
Barkestone - - N.S.	*50 0 0	Nov. 14, 1835					
Barton-on-Humber N.S.	350 0 0	Nov. 15, 1844					
Barton-on-Humber Wes.	386 15 0	Mar. 1, 1850	14 13 2	100 0 0	- - -	155 15 10	8 12 0
Bassingham - - N.S.	- - -	- - -	2 0 0				
Bassingham - - Wes.	- - -	- - -	2 9 4				
Beesby - - N.S.	15 0 0	Nov. 1, 1845					
Bennington (Long) N.S.	161 0 0	May 3, 1848	1 0 2	- - -	- - -	47 6 8	5 13 0
" " - "	52 0 0	Jan. 9, 1849					
" " - "	30 0 0	Oct. 31, 1854					
Bicker - - N.S.	72 0 0	June 26, 1846	1 2 3				
Binbrooke - - N.S.	100 0 0	Mar. 24, 1843					
Blyton - - N.S.	75 0 0	Mar. 21, 1844					
Bolingbroke, New, Boys - - N.S.	- - -	- - -	1 4 8½				
Bolingbroke, Old, Boys - - N.S.	45 0 0	July 4, 1842					
Bolingbroke, Old, Girls - - N.S.	40 0 0	Feb. 27, 1842	1 8 8½				
" " - "	25 0 0	Nov. 8, 1854					
Boston - - B.S.	28 19 5	Sept. 11, 1852	9 11 3	70 0 0	- - -	925 5 0	
Boston - - N.S.	497 5 0	Oct. 12, 1850	9 15 5½	42 10 0	- - -	304 0 0	
Boston, Industrial - Wes.	419 0 0	Nov. 15, 1850	18 3 6	90 15 0	- - -	303 0 0	
Boston, West Church N.S.	- - -	- - -	- - -	43 3 4	- - -	70 18 4	
Bottesford - - N.S.	100 0 0	Sept. 25, 1847	6 4 7½				
Brocklesby Park - N.S.	- - -	- - -	2 12 0½	67 7 6	- - -	52 10 0	12 18 0
Broughton (Brant) Wes.	- - -	- - -	2 17 11½	- - -	- - -	32 10 0	18 11 0
Burton Coggles - Par.	- - -	- - -	1 6 0				
Claypole - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	5 9 0
Cockerington - N.S.	42 0 0	Mar. 22, 1843					
Colsterworth - N.S.	- - -	- - -	2 10 1½	- - -	- - -	236 6 8	
Coningsby - - Wes.	- - -	- - -	1 13 4				
Coningsby - - N.S.	*60 0 0	Aug. 20, 1836					
Deeping, St. James' N.S.	- - -	- - -	2 8 8½				
Donington-on-Baine N.S.	90 0 0	Nov. 14, 1850					
" " - "	100 0 0	Nov. 28, 1853					
Dunston - - N.S.	45 6 8	July 17, 1852	2 6 8				
Epworth (Mixed) - N.S.	70 0 0	Apr. 27, 1846	1 0 0				
Ferry - - Wes.	- - -	- - -	2 8 8½				
Foston - - N.S.	84 0 0	Mar. 1, 1848	1 7 6½				
Gainsborough - B.S.	- - -	- - -	6 10 10				
Gainsborough - N.S.	100 0 0	Apr. 3, 1845	6 10 1½	103 10 0	- - -	326 14 2	
Gainsborough - Wes.	250 0 0	Nov. 30, 1847	4 18 3½	110 8 4	- - -	467 6 8	
Gayton-le-Marsh - N.S.	*31 0 0	Aug. 15, 1838					
Glanford Brigg - N.S.	425 0 0	May 21, 1855	6 13 4				
Grantham - - B.S.	*100 0 0	Oct. 17, 1835					
Grantham - - N.S.	150 0 0	Dec. 9, 1844	7 10 1½	53 15 0	- - -	600 5 0	
" - - "	40 0 0	Feb. 4, 1854					
" - - "	30 0 0	Oct. 6, 1855					
Grantham, St. Mary's R.C.	- - -	- - -	1 13 4½				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
LINCOLNSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Grantham, Sunday and Infant Ch. of Eng. School - -	*105 0 0	Dec. 23, 1835					
Grimsby - - Wes.	- - -	- - -	6 7 6½	- - -	- - -	29 0 0	
Halton Holegate - N.S.	70 0 0	May 3, 1848					
Harmston - - N.S.	110 0 0	Apr. 3, 1852	2 0 0½	47 15 0	- - -	47 6 8	14 19 0
„ - - „	45 2 0	Feb. 13, 1855					
Heckington - - N.S.	108 0 0	May 19, 1846	- - -	- - -	- - -	- - -	1 3 0
Helpringham, Ch. of Eng.	- - -	- - -	1 3 6				
Holbeach, Girls - N.S.	75 0 0	June 10, 1845	2 1 11				
Holbeach, St. John's - - N.S.	75 0 0	Sept. 26, 1853	1 11 8				
Horncastle - - N.S.	- - -	- - -	4 0 0	- - -	- - -	- - -	14 6 0
Huttoft - - - N.S.	17 0 0	Mar. 29, 1841	1 12 9½	- - -	- - -	53 19 2	
„ - - - „	22 0 0	May 27, 1842					
„ - - - „	5 0 0	June 22, 1848					
Kirton-in-Lindsey N.S.	*67 0 0	Mar. 21, 1838	2 1 5½	- - -	- - -	- - -	12 16 0
Laceby - - - N.S.	- - -	- - -	1 10 4				
Leake, New - - Wes.	180 0 0	Nov. 16, 1852	7 11 0	42 12 6	- - -	195 0 0	25 16 0
Legsby - - - N.S.	40 0 0	Aug. 28, 1849	0 16 8				
Lincoln - - - B.S.	206 0 0	July 21, 1841					
Lincoln - - - Wes.	- - -	- - -	13 14 6½	93 15 0	- - -	534 5 0	
Lincoln, Eastgate (Miss Cookson's) N.S.	- - -	- - -	1 11 8¾	- - -	- - -	47 6 8	
Lincoln, North District, Boys, Girls, and Infants - N.S.	397 10 0	Dec. 13, 1852	9 19 11½	5 15 0	- - -	2 10 0	
Lincoln, St. Peter's, Central - - N.S.	- - -	- - -	5 10 0½	3 7 6	- - -	0 16 8	
Lissington - - N.S.	160 0 0	Nov. 29, 1855					
Louth - - - B.S.	450 0 0	Feb. 10, 1841	23 6 3	181 10 0	47 18 4	1,037 12 6	
Louth - - - N.S.	*75 0 0	Jan. 7, 1836					
„ - - - „	*130 0 0	Dec. 7, 1836					
Marsh Chapel - N.S.	*60 0 0	Nov. 3, 1838					
Marton - - - N.S.	82 0 0	Mar. 9, 1841					
Messingham - N.S.	110 7 10	Sept. 9, 1854	0 18 3	31 5 0	- - -	110 0 0	8 19 0
Metheringham - Wes.	- - -	- - -	3 0 0½	13 15 0	- - -	32 10 0	14 15 0
Newton-on-Trent - Par.	- - -	- - -	- - -	15 0 0			
Newton Wold - N.S.	40 0 0	Aug. 29, 1845					
Northorpe - - N.S.	48 0 0	June 1, 1848					
Orby - - - N.S.	*28 0 0	May 24, 1837					
Owmby - - - N.S.	*34 0 0	Sept. 3, 1836					
Owston - - - N.S.	81 0 0	Sept. 6, 1842					
Pinchbeck, East - N.S.	140 0 0	Dec. 16, 1844	7 19 8½	20 0 0	- - -	31 13 4	12 0 0
Pinchbeck, West - N.S.	- - -	- - -	- - -	33 0 0	- - -	144 10 0	10 3 0
Rowston - - N.S.	78 10 0	Aug. 15, 1853	1 0 4½				
Saleby - - - N.S.	50 0 0	Oct. 29, 1846					
Saltfleetby - - N.S.	64 0 0	Jan. 29, 1850	2 3 4				
Saxilby - - - N.S.	120 0 0	Jan. 13, 1846	7 16 5½	50 0 0	- - -	312 5 0	2 19 0
„ - - - „	5 4 0	Nov. 7, 1848					
„ - - - „	18 10 0	Mar. 23, 1849					
Scotter and Scotton, N.S.	*100 0 0	Mar. 18, 1837	1 14 9	13 15 0	- - -	37 18 4	5 6 0
„ „ „	100 0 0	Sept. 30, 1847					
„ „ „	26 0 0	Dec. 12, 1855					
Skendleby - N.S.	60 0 0	Feb. 15, 1845	1 6 7				
Skirbeck - - N.S.	199 0 0	Sept. 19, 1840	4 0 9	23 15 0	- - -	85 0 0	24 18 0
Sleaford - - Wes.	- - -	- - -	3 6 8½	33 0 0	- - -	22 10 0	15 15 0
Sleaford, (Alvey's Charity) - - N.S.	154 10 0	Jan. 19, 1852	2 13 4	16 13 4			
Spalding - - B.S.	*180 0 0	Jan. 9, 1839	7 15 1½	52 5 0	- - -	200 0 0	
Spalding - - N.S.	350 0 0	Aug. 4, 1846	1 3 10½	104 10 0	- - -	107 1 8	
Spittlegate - - N.S.	50 0 0	Nov. 20, 1844	- - -	- - -	- - -	- - -	4 5 0
Spittlegate - - Wes.	- - -	- - -	3 6 8	5 15 0	- - -	15 0 0	8 16 0
Stamford and St. Martin's, Girls - N.S.	- - -	- - -	3 9 8½	8 5 0			
Sutton, St. Nicholas' - - N.S.	84 0 0	Aug. 2, 1849	1 3 4				
Sutton, Long - B.S.	*168 0 0	Nov. 30, 1836					
Thoresby, North - Wes.	- - -	- - -	2 0 0				

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	Amount.		Date of Payment.															
LINCOLNSHIRE—*cont.*	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Timberland - - N.S.	66	5	0	July 23, 1850														
Toynton, All Saints' N.S.	100	0	0	Aug. 15, 1846	0	10	0											
Uffington (Earl Lindsey's) - - N.S.	-	-	-	-	-	-	2	2	0	15	0	0						
Ulceby - - N.S.	187	2	0	Mar. 9, 1848	1	13	4½											
Waddington, Ch. of Eng. - -	176	0	0	June 6, 1855	-		-	19	10	0	-	-	0	16	8	4	12	0
Wainfleet, St. Mary's N.S.	-	-	-	-	-		-	26	5	0								
Wainfleet - - Wes.	-	-	-	-	6	12	8½	41	10	0	-	-	131	16	8	21	14	0
Wellingore - - N.S.	15	0	0	Apr. 19, 1848														
Welton - - - N.S.	-	-	-	-	2	3	7½	42	10	0	-	-	-	-	-	6	6	0
Welton-le-Wold, - N.S.	*25	0	0	May 9, 1840	2	14	0½	-		-	-	-	56	13	4	9	4	0
Weston, St. Mary's N.S.	-	-	-	-	1	11	3½	-		-	-	-	75	0	0	10	16	0
Whaplode Drove - N.S.	50	0	0	Apr. 1, 1845														
Willoughton - N.S.	56	0	0	Feb. 17, 1846														
Winterton - - N.S.	90	0	0	Oct. 27, 1840	5	14	0½	7	10	0	-	-	90	7	0	7	0	0
Winterton - - Wes.	105	0	0	Feb. 15, 1851	5	12	2½	75	15	0	-	-	147	0	0	12	1	0
Winteringham - N.S.	80	0	0	June 12, 1846	2	2	7½	-		-	-	-	-	-	-	27	2	0
" - "	50	0	0	Aug. 29, 1855														
Withern - - N.S.	81	15	0	Sept. 19, 1850	2	16	4											
Wrawby - - N.S.	60	0	0	Sept. 22, 1842	1	18	10½	22	10	0	-	-	77	18	4	3	19	0
" - - "	60	0	0	May 4, 1846														
" - - "	4	17	6	Apr. 14, 1848														
MIDDLESEX.																		
Acton, Boys and Girls - - N.S.	153	0	0	Jan. 15, 1853	-		-	20	0	0								
Acton - - - Wes.	-	-	-	-	-		-	24	3	4	-	-	-	-	-	1	10	0
Albany Street (Little) St. Anne's - - R.C.	-	-	-	-	2	13	4½	-		-	-	-	16	13	4			
Ashford - - - N.S.	-	-	-	-	1	8	8½											
Audley Street, North, St. Mark's - N.S.	-	-	-	-	-		-	143	8	4	-	-	390	10	0			
Audley Street, South, Grosvenor Chapel N.S.	-	-	-	-	-		-	17	10	0	-	-	15	0	0			
Baldwin's Place, St. John's - N.S.	-	-	-	-	10	0	9	94	10	0	-	-	198	0	0			
Baldwin's Gardens, Boys and Girls - N.S.	28	0	0	Mar. 22, 1848	17	4	1	248	1	8	-	-	1,044	0	5			
" " - "	10	0	0	Jan. 25, 1849														
Barbican, St. Giles' (Jacob's Well Court) Boys and Girls - B.S.	*150	0	0	Sept. 10, 1835														
Barnabas, St. (Old Street) - - N.S.	*250	0	0	Nov. 18, 1837														
Bayswater - - N.S.	-	-	-	-	-		-	64	12	6	-	-	532	15	0			
Bedfont - - N.S.	108	0	0	Jan. 17, 1848														
Bethnal Green (Abbey Street), Boys, Girls, and Infants B.S.	*750	0	0	Oct. 10, 1839	25	12	6	75	15	0	-	-	1,344	5	10			
" " - "	497	0	0	Feb. 18, 1843														
" " - "	200	0	0	Aug. 11, 1851														
Bethnal Green (Castle Street), Gascoigne Place - B.S.	470	0	0	May 19, 1841	10	9	11½	43	0	10	-	-	573	1	8			
" " - "	100	0	0	Aug. 8, 1842														
" " - "	80	10	0	Sept. 24, 1850														
" " - "	50	0	0	Mar. 18, 1854														
Bethnal Green, St. Andrew's, Boys, Girls, and Infants N.S.	395	9	0	Jan. 3, 1846														
Bethnal Green, St. Bartholomew's, Boys and Girls - N.S.	400	0	0	Dec. 19, 1845	7	9	7	45	3	4	-	-	373	12	6			

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MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bethnal Green, St. James' the Great, Boys, Girls, and Infants - - N.S.	404 0 0	Apr. 15, 1848	5 5 8½	76 5 0	- -	567 18 4	
" " - "	9 18 0	June 22, 1848					
" " - "	20 0 0	Sept. 1, 1854					
Bethnal Green, St. John's, Boys and Girls - - - N.S.	600 0 0	Feb. 23, 1843	3 14 0½				
Bethnal Green, St. Jude's, Boys, Girls, and Infts. - N.S.	500 0 0	Dec. 1, 1848	1 10 5½	46 11 8	- -	85 13 4	
Bethnal Green, St. Matthew's, Boys and Girls - - N.S.	20 0 0	Apr. 28, 1845	5 16 2½	- -	- -	432 7 6	
" " - "	50 0 0	May 3, 1849					
Bethnal Green, St. Matthias', Boys, Girls, and Infts. - N.S.	494 0 0	Apr. 30, 1852	- -	6 5 0			
Bethnal Green, St. Peter's, Boys, Girls, and Infts. - N.S.	9 19 0	June 22, 1848	2 17 6½	115 0 0	- -	520 10 10	
" - "	561 13 4	Oct. 23, 1852					
Bethnal Green, St. Philip's, Boys, Girls, and Infants - N.S.	636 0 0	Feb. 4, 1854	6 9 2½				
Bethnal Green, St. Simon Zelotes', Boys and Girls - N.S.	400 0 0	Dec. 19, 1845	2 13 4	- -	- -	9 13 4	
" - "	7 17 4	Nov. 28, 1853					
Bethnal Green, St. Thomas', Boys, Girls, and Infants N.S.	583 0 0	Sept. 25, 1851	5 10 0½	28 15 0	- -	45 13 4	
Blackfriars, Infants N.S.	142 0 0	June 19, 1847					
Blandford Square, Girls and Infants R.C.	- - -	- - -	13 5 0	- -	- -	360 6 8	
Bloomsbury - - N.S.	- - -	- - -	14 5 8	244 13 4	- -	752 0 0	
Bloomsbury, St. George the Martyr's - - - N.S.	- - -	- - -	6 1 5	98 15 10	80 0 0	139 10 0	
Brentford, Boys and Girls - - - B.S.	*250 0 0	July 22, 1834	16 5 7	177 10 0	16 13 4	942 16 8	
Brentford, New - N.S.	*90 0 0	Oct. 21, 1840					
Brentford, Old - N.S.	*85 0 0	Dec. 28, 1839					
Bromley, St. Leonard's - - - N.S.	17 10 0	May 19, 1849	- -	35 0 0	- -	244 0 0	
" " - "	340 0 0	Aug. 21, 1852					
Bromley and Bow, Infants - - B.S.	*125 0 0	May 11, 1839					
Brompton, Boys and Girls - - - N.S.	400 0 0	Oct. 14, 1842	- -	52 2 6	8 6 8	476 15 0	
" - - "	42 0 0	Oct. 4, 1848					
Buckingham Palace (Royal Mews) -	- - -	- - -	- -	8 6 8			
Bunhill Row, Boys and Girls - - R.C.	- - -	- - -	11 2 0	- -	- -	318 16 8	
Camden Town, Boys and Girls - - N.S.	*100 0 0	April 5, 1839	18 17 4½	180 10 0	- -	1,087 11 8	
" - - "	500 0 0	Jan. 11, 1849					
" - - "	25 9 4	July 30, 1850					
Charterhouse. St. Thomas', Boys, Girls, and Infts. N.S.	330 0 0	June 9, 1847	64 16 7½	274 1 8	228 0 0	2,164 18 4	
" " "	100 0 0	Aug. 25, 1847					
" " "	27 1 6	Sept. 25, 1848					
" " "	11 1 4	Jan. 25, 1849					
" " "	100 0 0	Nov. 24, 1852					
" " "	1,954 13 4	Apr. 6, 1853					

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Chelsea, Ch. Ch., Boys, Girls, and Infants - - N.S.	318 0 0	Dec. 10, 1845	7 3 7	39 0 0	- -	281 16 8	
" " "	12 0 0	Feb. 11, 1847					
" " "	112 10 0	Jan. 29, 1852					
Chelsea, St. Joseph's R.C.	- - -	- - -	- -	- -	- -	253 6 8	
Chelsea, St. Jude's, Boys, Girls, and Infants - - N.S.	296 0 0	Apr. 4, 1846	7 15 9½	75 15 0	- -	47 10 0	
" " - "	10 0 0	Sept. 14, 1847					
" " - "	4 13 4	Oct. 17, 1855					
Chelsea, St. Luke's, Parochial - -	- - -	- - -	7 12 0	104 10 0	20 16 8	419 13 4	
Chelsea, St. Luke's, Park Chapel, Boys and Girls - - N.S.	14 6 8	Mar. 8, 1852	5 5 3½	85 1 8	- -	172 16 8	
Chelsea, St. Mark's, Practising - -	733 0 0	June 21, 1854	- -	- -	- -	549 16 8	
Chelsea, St. Mark's, Training - -	- - -	- - -	- -	55 0 0			
Chelsea, (Upper) St. Saviour's, Boys, Girls, and Infts. N.S.	50 0 0	Sept. 13, 1847	7 12 2½	33 6 8	- -	124 0 0	
Chelsea, Upper Trinity, Boys, Girls, and Infants - - N.S.	*63 0 0	Nov. 8, 1837	11 0 0	125 13 4	30 0 0	1,038 11 8	
" " - "	106 0 0	May 15, 1847					
" " - "	25 0 0	July 27, 1848					
" " - "	15 10 0	Aug. 12, 1848					
" " - "	15 0 0	Oct. 23, 1851					
" " - "	12 0 0	Oct. 20, 1854					
" " - "	3 16 0	Nov. 21, 1855					
City Road, St. Matthew's, Boys and Girls - - N.S.	250 0 0	May 18, 1853	2 6 1½	47 10 0	- -	77 15 0	
Clerkenwell, Boys and Girls - - R.C.	- - -	- - -	8 17 4				
Clerkenwell, Lamb and Flag Ragged Sch.	18 8 2	Aug. 12, 1848					
Crown Court, Ch. of Scot.	375 0 0	Aug. 21, 1849					
Dufour's Place, St. Edward's - - R.C.	- - -	- - -	4 11 0½	21 13 4	- -	87 8 4	
Dunstan's, St., in the West - - N.S.	- - -	- - -	6 16 9½	74 10 0	- -	71 15 0	
Edmonton, Upper, Ch. S.	118 0 0	Apr. 7, 1852					
Enfield - - - B.S.	*200 0 0	Jan. 1, 1840					
Enfield - - - N.S.	- - -	- - -	- -	6 5 0	- -	65 0 0	6 1 0
Enfield, Highway, St. James' Chapel, Boys and Girls - N.S.	*203 0 0	Dec. 13, 1834	- -	6 5 0	- -	6 5 0	3 12 0
Enfield, Jesus Chapel (Bull's Cross) - N.S.	75 0 0	Apr. 11, 1850					
Finchley, Infants - B.S.	60 0 0	Dec. 22, 1842					
Finchley, Holy Trinity, Industrial, Boys, Girls, and Infts. - N.S.	300 0 0	Apr. 29, 1848	5 0 10	20 0 0	- -	283 18 4	10 13 0
" " - "	200 0 0	Mar. 19, 1849					
" " - "	100 0 0	Dec. 2, 1851					
" " - "	10 0 0	Mar. 31, 1852					
Finchley, St. Mary's N.S.	1,038 15 6	July 4, 1854	2 6 8½	7 10 0			
Finsbury, St. James', (Curtain Road) Boys, Girls, and Infants N.S.	600 0 0	Apr. 20, 1854	- -	- -	- -	131 3 4	
Finsbury, St. Paul's N.S.	365 0 0	Aug. 14, 1845					
Fisher Street, Red Lion Square, Boys B.S.	*334 0 0	July 18, 1834					

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Friern-Barnet, Boys and Girls - - N.S.	373 10 0	May 9, 1854	2 9 5				
Fulham, All Saints' N.S.	- - -	- - -	3 7 6	114 13 4	- -	395 9 2	
Fulham, St. Mary's (North End) - N.S.	142 0 0	Aug. 16, 1848					
Fulham, St. Thomas' R.C.	- - -	- - -	2 2 8	103 10 10	- -	288 11 8	
Gate Street, Lincoln's Inn Fields R.C.	100 0 0	July 15, 1851	7 10 0	- -	- -	378 18 4	
George's, St., in the East, Ch. Ch. (Wallbrugh Street) Lower, Boys, Girls, and Infants - N.S.	175 0 0	Nov. 6, 1844	8 2 11½	49 0 0	- -	449 8 4	
George's, St., in the East, St. Mary's (Johnson Street), Upper - - N.S.	1,078 0 0	Jan. 16, 1849	11 16 5½	177 12 6	- -	1,080 18 4	
Giles', St., in the Fields - - N.S.	- - -	- - -	3 3 4½				
Gordon Square, All Saints', Boys and Girls - - - N.S.	20 4 0	July 6, 1848	14 11 0	37 13 4	- -	788 19 8	
" " - "	15 5 4	Aug. 12, 1848					
Hackney, West - N.S.	*200 0 0	Aug. 22, 1838	10 4 10	88 10 0	- -	50 13 4	
Hackney Road (Ann's Place) - B.S.	200 0 0	Oct. 2, 1841					
" " - "	40 0 0	Oct. 30, 1845					
Hackney, South (Charity) - - N.S.	- - -	- - -	- -	13 19 2			
Hackney Road (Weymouth Terrace) - B.S.	600 0 0	June 19, 1841	10 11 0	111 10 10	- -	1,080 11 8	
" " - "	9 7 2	Mar. 8, 1850					
" " - "	85 0 0	Oct. 16, 1850					
" " - "	45 0 0	Aug. 8, 1855					
Haggerstone, Hertford Place, Infts. B.S.	*50 0 0	Feb. 10, 1838					
Haggerstone, St. Mary's, Boys, Girls, and Infants N.S.	*240 0 0	Apr. 10, 1839	7 3 6½	84 10 0	20 0 0	955 12 6	
" " - "	114 0 0	Mar. 28, 1843					
" " - "	7 9 6	Nov. 9, 1848					
" " - "	20 0 0	Jan. 25, 1849					
" " - "	25 0 6	Oct. 18, 1853					
Hammersmith - B.S.	*150 0 0	Apr. 15, 1838					
Hammersmith, Boys and Girls - - N.S.	*120 0 0	Nov. 25, 1837					
" " - "	23 6 8	July 21, 1855					
Hammersmith, St. Mary's, Practising R.C.	276 0 0	July 20, 1852	5 10 0½	20 0 0	- -	138 5 0	
Hammersmith, St. Paul's - - N.S.	- - -	- - -	- -	10 10 0			
Hammersmith, St. Peter's and St. Paul's, Ragged Ch. Sch.	200 0 0	Aug. 10, 1853					
Hammersmith, St. Peter's - - N.S.	- - -	- - -	- -	37 8 4	- -	65 0 0	
Hampstead, St. John's Chapel (Downshire Hill), Boys and Girls - - - N.S.	- - -	- - -	10 18 5	93 6 8	- -	171 15 0	
Hampstead, St. John's Par.	- - -	- - -	3 1 7½	173 15 0	- -	465 1 8	
Hampstead (West End) - - - N.S.	110 0 0	Feb. 4, 1846					
Hampton Wick - N.S.	30 0 0	Apr. 12, 1845	- -	53 15 0			
Hanwell, Boys, Girls, and Infts. N.S.	820 16 0	Oct. 27, 1855	6 8 2½	22 1 8	- -	271 7 6	16 17 0
Hanworth - - N.S.	90 0 0	Oct. 18, 1848					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Harlington and Cranford - - - N.S.	166 0 0	July 24, 1848					
Harmondsworth - N.S.	75 0 0	July 7, 1847					
Harp Alley - - B.S.	- - -	- - -	3 6 2½	46 8 4	- - -	186 10 0	
Harrow on the Hill N.S.	*50 0 0	Aug. 22, 1838	6 15 11½	131 6 8	53 15 0	230 10 0	19 18 0
" " - "	240 0 0	Sept. 26, 1853					
" " - "	264 0 0	Mar. 1, 1855					
Hart Street, Covent Garden - - B.S.	*400 0 0	Aug. 31, 1839					
Hatton Garden, St. Andrew's - - Par.	- - -	- - -	6 4 10	78 0 0	- -	521 10 0	
Hayes - - - N.S.	*60 0 0	May 3, 1837					
Highbury, Metropolitan Practising Sch. Ch. Eng.	250 0 0	Dec. 17, 1850	8 6 5½	55 0 0			
" " - "	200 0 0	Oct. 20, 1853					
Highbury Vale - N.S.	*80 0 0	Nov. 9, 1836					
Highbury, Metropolitan Training - - -	- - -	- - -	- - -	41 13 4			
Highgate - - B.S.	- - -	- - -	2 4 2	34 10 0	- -	19 3 4	3 2 0
Highgate, St. Michael's, National and Industrial	1,800 0 0	July 20, 1852	16 4 10½	198 0 0	- -	658 10 0	67 4 0
" " - "	325 0 0	July 16, 1855					
Hillingdon and Cowley - - N.S.	- - -	- - -	- - -	26 16 8	- -	- - -	6 6 0
Holborn, Trinity - N.S.	- - -	- - -	3 11 11½	18 15 0	- -	7 10 0	
Home and Colonial Model School, Gray's Inn Lane - -	- - -	- - -	9 13 0½	268 16 8	180 0 0	1,242 15 10	
Home and Colonial Training, Gray's Inn Lane -	- - -	- - -	- - -	172 0 0			
Hornsey, Boys, Girls, and Infants - N.S.	63 0 0	July 22, 1848	- -	156 7 6	- -	596 10 0	
" - - - "	20 0 0	Dec. 7, 1848					
" - - - "	50 0 0	Nov. 20, 1849					
Hoxton, St. John's, Boys, Girls, and Infants - - N.S.	550 0 0	Sept. 15, 1843	18 15 0	125 15 0	33 15 0	1,169 5 0	
" " - "	12 18 4	June 22, 1848					
" " - "	303 0 0	Nov. 27, 1848					
" " - "	20 0 0	Jan. 25, 1849					
" " - "	13 6 8	Sept. 10, 1851					
Idleworth Charity, Boys and Girls, Ch. of Eng.	- - -	- - -	2 6 8	20 0 0			
Islington, All Saints', Boys and Girls - N.S.	436 15 0	Dec. 12, 1853	6 6 11½	40 18 4	21 13 4	42 0 0	
Islington, All Saints', District, Sunday, and Infants - N.S.	79 0 0	Jan. 14, 1843					
Islington, St. James' (Holloway), Boys, Girls, and Infants - N.S.	*100 0 0	Dec. 22, 1838	12 0 3	74 18 4	- -	128 8 4	
" " - "	1,000 0 0	Feb. 8, 1855					
Islington (Upper Holloway) St. John's, Boys, Girls, and Infants - N.S.	- - -	- - -	6 13 6½	82 15 0	- -	164 13 4	
Islington, St. Mary's, Boys - - N.S.	300 0 0	Feb. 10, 1843	8 2 10	106 5 0	- -	471 10 10	
" " - "	100 0 0	June 10, 1850					
" " - "	23 6 8	June 16, 1852					
Islington, St. Michael's - - N.S.	- - -	- - -	- - -	115 5 0	46 13 4	171 10 0	
Islington, St. Paul's N.S.	*216 0 0	June 28, 1834	- -	20 0 0			
" " - "	*71 0 0	Dec. 29, 1838					
Islington, St. Peter's, Boys, Girls, and Infants - - N.S.	100 0 0	April 17, 1841	6 13 7½	51 13 4	- -	349 3 4	
" " - "	324 0 0	Feb. 2, 1852					
" " - "	32 0 0	Apr. 28, 1852					

Name and Denomination of School.	Grants for Building Enlargement, Improvements, or Fixtures. Amount.	Grants for Building Enlargement, Improvements, or Fixtures. Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Islington, St. Stephen's, Boys and Girls - - N.S.	147 0 0	Oct. 12, 1843	- - -	- - -	- -	387 3 4	
" " - "	4 7 0	Feb. 8, 1847					
Islington, Union Chapel, Church Street - B.S.	*200 0 0	Jan. 9, 1839	4 3 4	20 1 8	- -	57 15 0	
Islington, South, and Pentonville B.S.	500 0 0	Dec. 15, 1841	9 10 6½	128 1 8	- -	1,281 15 10	
" " - "	34 0 0	Nov. 18, 1847					
John Street, Bedford Row - - B.S.	*500 0 0	Sept. 14, 1836					
John's Wood, St. - R.C.	- - -	- - -	12 1 10½	147 11 8	- -	445 0 0	
John's Wood, St., St. John's, Boys and Girls - - N.S.	23 15 8	Sept. 19, 1848	15 2 7	266 5 0	- -	709 14 2	
" " - "	16 13 4	Nov. 7, 1848					
Kensall Green, St. John's - - N.S.	344 0 0	Apr. 23, 1850	10 8 2	30 13 4	- -	315 5 0	
" " - "	96 15 0	Apr. 8, 1852					
Kensington, Ch. Ch. (Gore Lane), Mixed - - N.S.	120 0 0	July 14, 1840	1 15 7½	21 5 0	- -	15 0 0	
Kensington Free School	- - -	- - -	- -	14 0 0	- -	50 13 4	
Kensington Gravel Pits, Infants - N.S.	130 0 0	Mar. 19, 1846					
" " - "	7 16 9	Nov. 8, 1847					
Kensington, " (Horton Street), Boys and Girls - - B.S.	*200 0 0	Jan. 11, 1836					
Kensington Potteries N.S.	150 0 0	Dec. 20, 1843					
Kensington, St. Barnabas' (Earl St.) - Par.	160 0 0	Dec. 27, 1848	2 5 4	88 10 0	- -	40 0 0	
Kensington, Vicar Place - - R.C.	- - -	- - -	2 7 11½	- -	- -	56 8 4	
Kensington Gore, Park Lane, Infts. B.S.	*30 0 0	June 2, 1838					
Kentish Town, Boys, Girls, and Infants N.S.	826 0 0	Jan. 3, 1849	8 11 0½	98 15 0	- -	200 10 0	
" - - "	20 0 0	Aug. 8, 1849					
Kenton - - N.S.	33 0 0	Mar. 18, 1852	0 14 8½				
Knightsbridge, All Saints' - - N.S.	- - -	- - -	- -	48 0 0	- -	32 10 0	
Latimer Chapel - B.S.	120 0 0	June 17, 1840					
Limehouse - - Wes.	312 0 0	Jan. 12, 1848	15 5 1½	117 0 0	- -	646 7 6	
" " - "	15 0 0	Aug. 17, 1855					
Limehouse, St. Anne's, Boys and Girls - -	- - -	- - -	10 1 4½	20 11 8	- -	134 10 0	
Limehouse, St. Anne's, Sunday and Infts. N.S.	464 0 0	May 17, 1844	- -	38 15 0	- -	63 0 0	
" " - "	35 0 0	May 25, 1849					
Limehouse, St. John's, Boys, Girls, and Infants - - N.S.	704 0 0	Mar. 22, 1854	4 7 9½				
" " - "	8 8 6	Oct. 17, 1855					
Lisson Grove - B.S.	- - -	- - -	- -	- -	- -	37 6 8	
London Diocesan Board of Education -	- - -	- - -	38 19 0½				
London, East, (14, Red Lion Street, Wapping) - R.C.	- - -	- - -	1 3 5	- -	- -	445 5 0	
London, Langbourne Ward - N.S.	- - -	- - -	2 0 0				
London, St. Sepulchre's Within (Ball's Court) - N.S.	22 10 0	Oct. 18, 1848	5 0 0	44 11 8	- -	96 13 4	
London, Chapel Street, Cripplegate, Unitarian Domestic Mission School - -	- - -	- - -	7 14 7	68 15 10	- -	148 15 0	

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	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANCASHIRE—*cont.*							
White Coppice - N.S.	45 0 0	Aug. 15, 1844	1 6 8				
" - - "	30 0 0	Oct. 2, 1844					
Whittle-le-Woods N.S.	*55 0 0	Dec. 20, 1834	1 2 2				
Widnes Dock - N.S.	30 0 0	Mar. 31, 1841	0 16 7½				
Wigan, Presbyterian School - - -	90 0 0	Sept. 1, 1852	1 0 0				
Wigan, St. Catherine's, N.S.	*450 0 0	July 18, 1835					
Wigan, St. George's N.S.	*300 0 0	Nov. 7, 1839					
Wigan, St. John's - R.C.	38 0 0	Nov. 16, 1854	10 13 4	30 0 0	- -	412 5 0	
" - - "	106 13 4	June 21, 1855					
Wigan, St. Mary's - R.C.	- - -	- - -	1 10 0				
Wigan, St. Patrick's R.C.	- - -	- - -	1 6 2				
Wigan, St. Thomas' N.S.	360 0 0	May 12, 1847	11 5 0½	5 10 0			
" - - "	83 10 0	Sept. 25, 1855					
Withington - N.S.	100 0 0	Dec. 18, 1841	3 7 5	34 0 0	- -	220 0 0	15 3 0
Withnell Mill - Wes.	- - -	- - -	2 19 8	23 7 6	- -	- - -	21 15 0
Witton, St. Mark's N.S.	204 0 0	Jan. 13, 1846					
Woolton - N.S.	300 0 0	Aug. 31, 1848					
Woolton, Little - N.S.	110 0 0	May 8, 1845					
" - - "	27 0 0	Aug. 23, 1845					
Worsley - N.S.	- - -	- - -	7 17 2½	148 18 4	- -	615 15 0	24 0 0
Yealand Conyers - N.S.	76 0 0	Nov. 3, 1841					
LEICESTERSHIRE.							
Appleby - - B.S.	10 0 0	Feb. 5, 1842					
Ashby-de-la-Zouch, Girls and Infants N.S.	*250 0 0	Nov. 22, 1837					
" " - "	5 18 0	Apr. 17, 1850					
" " - "	60 0 0	Nov. 13, 1855					
Aylestone - N.S.	75 0 0	Feb. 10, 1845					
Bardon Park - B.S.	- - -	- - -	2 9 4½	- - -	- -	173 15 0	
Barkestone - N.S.	- - -	- - -	- -	48 11 8	- -	100 0 0	8 10 0
Belgrave - N.S.	*60 0 0	Feb. 5, 1840	- -	- -	- -	- - -	23 0 0
Belton - - N.S.	82 0 0	Feb. 15, 1841					
Blaby - - N.S.	3 13 6	Sept. 1, 1849	- -	- -	- -	- - -	4 15 0
" - - "	125 0 0	Dec. 12, 1849					
Blackfordby - N.S.	20 0 0	Dec. 6, 1844					
Bowden, Great - N.S.	*60 0 0	Mar. 13, 1839					
Branstone and Eaton (Mixed) - - N.S.	70 0 0	Jan. 14, 1845					
Breedon-on-the-Hill, N.S.	- - -	- - -	1 13 4½				
Broughton Astley N.S.	95 0 0	Dec. 8, 1847	1 6 2½	- -	- -	- - -	1 10 0
Buckminster - N.S.	40 0 0	Apr. 15, 1842	0 19 11½				
Burbage (Mixed) - N.S.	- - -	- - -	2 0 0	68 3 4	- -	111 17 6	12 12 0
Burbage (Mixed) - Wes.	- - -	- - -	1 0 8				
Coalville - - N.S.	*70 0 0	Dec. 24, 1839					
" - - "	4 0 0	Sept. 9, 1846					
Croxton Kerrial - N.S.	75 0 0	June 13, 1845					
Dalby, Old - - B.S.	- - -	- - -	3 3 0½	51 5 0	- -	166 10 0	
Donington, Castle Parish School - - -	620 0 0	June 23, 1855	3 0 11				
Eaton, Boys - - Par.	- - -	- - -	1 0 1				
Frisby-on-the-Wreak, N.S.	121 5 9	Mar. 16, 1855					
Gilmorton - - N.S.	- - -	- - -	1 3 1	- -	- -	- - -	16 4 0
Griffydam - - Wes.	349 16 8	July 13, 1854	1 18 8	- -	- -	- - -	6 8 0
Harborough, Market, Boys and Girls - N.S.	*100 0 0	Sept. 14, 1836	- -	45 10 0	- -	- - -	12 10 0
" " - "	60 0 0	May 13, 1843					
Harborough, Market, Boys and Girls - B.S.	*205 0 0	Jan. 12, 1839					
Harby - - N.S.	- - -	- - -	1 13 4				
Hathern - - N.S.	254 0 0	May 3, 1850 -	4 7 7	61 5 0	- -	189 0 0	6 9 0
Heather - - N.S.	40 0 0	Jan. 13, 1846					

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LEICESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Higham-on-the-Hill N.S.	*46 0 0	Dec. 26, 1838	1 13 4				
" "	23 12 6	June 12, 1855					
Hinckley, Holy Trinity - - - N.S.	220 0 0	Dec. 6, 1848 -	4 15 7	-	-	10 16 8	
Hose - - - N.S.	80 0 0	May 6, 1846					
Hugglescote - - N.S.	*51 0 0	Mar. 3, 1838					
Ibstock - - B.S.	81 0 0	Apr. 26, 1848	2 19 6	- -	-	199 16 8	15 0 0
" - - - "	40 0 0	Aug. 17, 1852					
Ibstock - - - N.S.	- - -	- - -	- -	16 5 0	-	47 5 10	
Kegworth - - N.S.	133 0 0	Jan. 8, 1840 -	5 6 4½	45 0 0	-	7 5 0	10 8 0
Kibworth-Beauchamp, Boys, Girls, and Infants - - - N.S.	115 0 0	July 14, 1843	- -	71 0 0	-	261 6 8	12 14 0
Kilworth, North - N.S.	- - -	- - -	- -	- -	-	- - -	2 2 0
Kilworth, South - N.S.	*40 0 0	May 23, 1835	2 13 1½				
" - - - "	41 0 0	Dec. 15, 1851					
Kincote - - N.S.	- - -	- - -	- -	- -	-	- - -	1 8 0
Knighton - - N.S.	45 0 0	Feb. 16, 1841	1 19 11½				
Knipton - - N.S.	- - -	- - -	1 13 4	- -	-	19 3 4	2 7 0
Leicester, Archdeacon Lane, Infants - B.S.	*100 0 0	May 30, 1838					
Leicester, Central County - - N.S.	- - -	- - -	- -	92 5 0	-	445 10 0	
Leicester, Ch. Ch., Boys and Girls - N.S.	152 8 4	May 29, 1841	6 18 3½	87 16 8	-	256 0 0	
Leicester (Curzon Street), Boys, Girls, and Infants - N.S.	237 3 4	Jan. 28, 1853	4 7 2½	6 5 0	-	25 0 0	
Leicester, Great Meeting Day - B.S.	- - -	- - -	13 11 11	66 0 0	-	275 15 0	
Leicester (Hill Street) B.S.	*750 0 0	Dec. 13, 1834	20 16 8¼	- -	-	195 0 0	
" - - "	120 0 0	May 2, 1855					
Leicester, St. Margaret's - - N.S.	*425 0 0	Oct. 24, 1835					
Loughborough - Wes.	- - -	- - -	5 18 3½	- -	-	264 14 2	
Loughborough, Emanuel, Infant N.S.	150 0 0	Apr. 13, 1854					
Loughborough, Lancasterian - - - -	- - -	- - -	- -	- -	-	60 10 0	
Melton Mowbray, Infant, Church School - - -	100 0 0	Mar. 11, 1854					
Melton Mowbray, Free, Boys and Girls - - - N.S.	20 0 0	May 22, 1852	6 4 5½	134 18 4	-	384 0 0	13 17 0
Nailstone - - N.S.	- - -	- - -	- -	11 13 4	-	- - -	3 13 0
Oadby - - - N.S.	220 0 0	Aug. 26, 1848					
Queniborough - N.S.	85 0 0	Dec. 4, 1848	- -	- -	-	- - -	1 9 0
Quorndon - - N.S.	*18 0 0	May 10, 1837	- -	- -	-	- - -	10 14 0
" - - - "	12 0 0	Apr. 15, 1847					
Redmill - - - N.S.	- - -	- - -	1 0 9				
Rothley - - N.S.	*69 0 0	Sept. 11, 1839	2 18 4	17 10 0	-	30 8 4	
" - - - "	17 3 4	Apr. 12, 1853					
Scalford - - N.S.	20 0 0	Apr. 6, 1846	1 9 1				
Sharnford - - N.S.	70 0 0	May 11, 1846	1 0 0	- -	-	- - -	1 16 0
Sheepshed - - N.S.	*200 0 0	Nov. 25, 1837	3 2 2	116 14 2	-	534 17 6	27 7 0
" - - - "	17 0 0	Jan. 2, 1850					
" - - - "	30 0 0	Jan. 8, 1855					
Sheepy - - N.S.	108 0 0	Mar. 9, 1848	- -	- -	-	- - -	5 5 0
Shilton (Earls) - N.S.	- - -	- - -	2 7 4	25 0 0	-	7 5 0	6 3 0
Stapleton - - N.S.	75 0 0	Mar. 25, 1848					
Stoke Golding, Boys' Grammar School -	40 0 0	Dec. 10, 1842					
Stonesby - - N.S.	- - -	- - -	1 4 0				
Swepstone - - N.S.	40 0 0	Nov. 7, 1844					
Thringstone - - N.S.	52 10 0	July 10, 1844					
Thurlaston - - N.S.	294 6 0	Nov. 21, 1854	2 1 4½	10 0 0	-	- - -	4 5 0
Thurmaston - - N.S.	125 0 0	May 30, 1845	1 8 4½	- -	-	5 0 0	
" - - - "	15 0 0	July 30, 1846					

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	Amount.	Date of Payment.					
LEICESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Twyford - - N.S.	54 0 0	Mar. 26, 1846	- - -	20 0 0	- - -	- - -	5 18 0
Twyford - - Wes.	- - -	- - -	1 13 4				
Waltham-on-the-Wolds, Boys, Girls, and Infants - N.S.	150 0 0	Feb. 26, 1847	2 3 5½	23 9 2	- -	47 18 4	6 15 0
Whatton, Long - N.S.	- - -	- - -	- - -	14 3 4			
Whitwick - N.S.	*45 0 0	Nov. 12, 1836					
Wigston, Great - N.S.	50 0 0	July 11, 1843	1 0 7½	- -	- -	- - -	4 2 0
„ - - „	35 0 0	Aug. 17, 1844					
Woodhouse - - N.S.	*46 0 0	Dec. 12, 1838					
Woodville - - N.S.	150 0 0	Aug. 22, 1849	- - -	- - -	- - -	- - -	14 3 0
„ - - „	25 4 0	June 5, 1855					
Wymeswold - - N.S.	100 0 0	June 21, 1847					
„ - - „	31 0 0	Oct. 25, 1854	- - -	5 0 0	- - -	- - -	0 17 0
LINCOLNSHIRE.							
Barkestone - - N.S.	*50 0 0	Nov. 14, 1835					
Barton-on-Humber N.S.	350 0 0	Nov. 15, 1844					
Barton-on-Humber Wes.	386 15 0	Mar. 1, 1850	14 13 2	100 0 0	- -	455 15 10	8 12 0
Bassingham - - N.S.	- - -	- - -	2 0 0				
Bassingham - - Wes.	- - -	- - -	2 9 4½				
Beesby - - N.S.	15 0 0	Nov. 1, 1845					
Bennington (Long) N.S.	161 0 0	May 3, 1848	1 0 2	- -	- -	47 6 8	5 13 0
„ „ - - „	52 0 0	Jan. 9, 1849					
„ „ - - „	30 0 0	Oct. 31, 1854					
Bicker - - N.S.	72 0 0	June 26, 1846	1 2 3				
Binbrooke - - N.S.	100 0 0	Mar. 24, 1843					
Blyton - - N.S.	75 0 0	Mar. 21, 1844					
Bolingbroke, New, Boys - - N.S.	- - -	- - -	1 4 8½				
Bolingbroke, Old, Boys - - N.S.	45 0 0	July 4, 1842					
Bolingbroke, Old, Girls - - N.S.	40 0 0	Feb. 27, 1842	1 8 8½				
„ „ - - „	25 0 0	Nov. 8, 1854					
Boston - - B.S.	28 19 5	Sept. 11, 1852	9 11 3	70 0 0	- -	925 5 0	
Boston - - N.S.	497 5 0	Oct. 12, 1850	9 15 5½	42 10 0	- -	306 0 0	
Boston, Industrial - Wes.	419 0 0	Nov. 15, 1850	18 3 6	90 15 0	- -	366 0 0	
Boston, West Church N.S.	- - -	- - -	- - -	43 3 4	- -	70 13 4	
Botteford - - N.S.	100 0 0	Sept. 25, 1847	0 4 7½				
Brocklesby Park - N.S.	- - -	- - -	2 12 0½	67 7 6	- -	52 10 0	12 18 6
Broughton (Brant) Wes.	- - -	- - -	2 17 11½	- -	- -	32 10 0	18 11 0
Burton Coggles - Par.	- - -	- - -	1 6 0				
Claypole - - - N.S.	- - -	- - -	- - -	- -	- -	- - -	5 9 0
Cockerington - N.S.	42 0 0	Mar. 22, 1843					
Colsterworth - N.S.	- - -	- - -	2 10 1½	- -	- -	230 6 8	
Coningsby - - Wes.	- - -	- - -	1 13 4				
Coningsby - - N.S.	*60 0 0	Aug. 20, 1836					
Deeping, St. James' N.S.	- - -	- - -	2 8 8½				
Donington-on-Baine N.S.	90 0 0	Nov. 14, 1850					
„ „ - - „	100 0 0	Nov. 28, 1853					
Dunston - - N.S.	45 6 8	July 17, 1852	2 6 8				
Epworth (Mixed) - N.S.	70 0 0	Apr. 27, 1846	1 0 0				
Ferry - - - Wes.	- - -	- - -	2 8 8½				
Foston - - - N.S.	84 0 0	Mar. 1, 1848	1 7 6½				
Gainsborough - B.S.	- - -	- - -	6 10 10				
Gainsborough - N.S.	100 0 0	Apr. 3, 1845	6 10 1½	103 10 0	- -	326 14 2	
Gainsborough - Wes.	250 0 0	Nov. 20, 1847	4 18 3½	110 8 4	- -	467 6 8	
Gayton-le-Marsh - N.S.	*31 0 0	Aug. 15, 1838					
Glanford Brigg - N.S.	425 0 0	May 21, 1855	6 13 4				
Grantham - - B.S.	*100 0 0	Oct. 17, 1835					
Grantham - - N.S.	150 0 0	Dec. 9, 1844	7 10 1½	53 15 0	- -	600 5 0	
„ - - „	40 0 0	Feb. 4, 1854					
„ - - „	36 0 0	Oct. 6, 1855					
Grantham, St. Mary's R.C.	- - -	- - -	1 13 4½				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
LINCOLNSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Grantham, Sunday and Infant Ch. of Eng. School - -	*105 0 0	Dec. 23, 1835					
Grimsby - - Wes.	- - -	- - -	6 7 6½	- -	- -	29 0 0	
Halton Holegate - N.S.	70 0 0	May 3, 1848					
Harmston - - N.S.	110 0 0	Apr. 3, 1852	2 0 0½	47 15 0	- -	47 6 8	14 19 0
„ - „	45 2 0	Feb. 13, 1855					
Heckington - - N.S.	108 0 0	May 19, 1846	- -	- -	- -	- - -	1 3 0
Helpringham, Ch. of Eng.	- - -	- - -	1 3 6				
Holbeach, Girls - N.S.	75 0 0	June 10, 1845	2 1 11				
Holbeach, St. John's - - N.S.	75 0 0	Sept. 26, 1853	1 11 8				
Horncastle - - N.S.	- - -	- - -	4 0 0	- -	- -	- - -	14 6 0
Huttoft - - - N.S.	17 0 0	Mar. 29, 1841	1 12 9½	- -	- -	53 19 2	
„ - - - „	22 0 0	May 27, 1842					
„ - - - „	5 0 0	June 22, 1848					
Kirton-in-Lindsey N.S.	*67 0 0	Mar. 21, 1838	2 1 3½	- -	- -	- - -	12 16 0
Laceby - - - N.S.	- - -	- - -	1 10 4				
Leake, New - - Wes.	180 0 0	Nov. 16, 1852	7 11 0	42 12 6	- -	195 0 0	25 16 0
Legsby - - - N.S.	40 0 0	Aug. 28, 1839	0 16 8				
Lincoln - - - B.S.	206 0 0	July 21, 1841					
Lincoln - - - Wes.	- - -	- - -	13 14 6½	93 15 0	- -	534 5 0	
Lincoln, Eastgate (Miss Cookson's) N.S.	- - -	- - -	1 11 8¾	- -	- -	47 6 8	
Lincoln, North District, Boys, Girls, and Infants - N.S.	397 10 0	Dec. 13, 1852	9 19 11½	5 15 0	- -	2 10 0	
Lincoln, St. Peter's, Central - - N.S.	- - -	- - -	5 10 0½	5 7 6	- -	0 16 8	
Lissington - - N.S.	160 0 0	Nov. 29, 1855					
Louth - - - B.S.	450 0 0	Feb. 10, 1841	23 6 3	181 10 0	47 18 4	1,037 12 6	
Louth - - - N.S.	*75 0 0	Jan. 7, 1836					
„ - - - „	*130 0 0	Dec. 7, 1836					
Marsh Chapel - N.S.	*90 0 0	Nov. 3, 1838					
Marton - - - N.S.	82 0 0	Mar. 9, 1841					
Messingham - N.S.	110 7 10	Sept. 9, 1854	0 18 3	31 5 0	- -	110 0 0	8 19 0
Metheringham - Wes.	- - -	- - -	3 0 0½	13 15 0	- -	32 10 0	14 15 0
Newton-on-Trent - Par.	- - -	- - -	- -	15 0 0			
Newton Wold - N.S.	40 0 0	Aug. 29, 1845					
Northorpe - - N.S.	48 0 0	June 1, 1848					
Orby - - - N.S.	*28 0 0	May. 24, 1837					
Ormby - - - N.S.	*36 0 0	Sept. 3, 1836					
Owston - - - N.S.	81 0 0	Sept. 6, 1842					
Pinchbeck, East - N.S.	140 0 0	Dec. 16, 1844	7 19 8½	20 0 0	- -	31 13 4	12 0 0
Pinchbeck, West - N.S.	- - -	- - -	- -	33 0 0	- -	144 10 0	10 3 0
Rowston - - N.S.	78 10 0	Aug. 15, 1853	1 0 4½				
Saleby - - - N.S.	50 0 0	Oct. 29, 1846					
Saltfleetby - - N.S.	64 0 0	Jan. 20, 1850	2 3 4				
Saxilby - - - N.S.	120 0 0	Jan. 13, 1846	7 16 5½	50 0 0	- -	312 5 0	2 19 0
„ - - - „	5 4 0	Nov. 7, 1848					
„ - - - „	18 10 0	Mar. 23, 1849					
Scotter and Scotton, N.S.	*100 0 0	Mar. 18, 1837	1 14 9	13 15 0	- -	37 18 4	5 6 0
„ „ „	100 0 0	Sept. 30, 1847					
„ „ „	26 0 0	Dec. 12, 1855					
Skendleby - - N.S.	60 0 0	Feb. 15, 1845	1 6 7				
Skirbeck - - N.S.	190 0 0	Sept. 19, 1840	4 0 9	23 15 0	- -	85 0 0	24 18 0
Sleaford - - Wes.	- - -	- - -	3 6 8½	33 0 0	- -	22 10 0	15 15 0
Sleaford, (Alvey's Charity) - - N.S.	154 10 0	Jan. 19, 1852	2 13 4	16 13 4			
Spalding - - B.S.	*180 0 0	Jan. 9, 1839	7 15 1½	52 5 0	- -	209 0 0	
Spalding - - N.S.	350 0 0	Aug. 4, 1846	1 3 10½	104 10 0	- -	107 1 8	
Spittlegate - - N.S.	50 0 0	Nov. 20, 1844	- -	- -	- -	- - -	4 5 0
Spittlegate - - Wes.	- - -	- - -	3 6 8	5 15 0	- -	15 0 0	8 16 0
Stamford and St. Martin's, Girls - N.S.	- - -	- - -	3 9 8½	8 5 0			
Sutton, St. Nicholas' - - N.S.	84 0 0	Aug. 2, 1849	1 3 4				
Sutton, Long - B.S.	*168 0 0	Nov. 30, 1836					
Thoresby, North - Wes.	- - -	- - -	2 0 0				

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	Amount.	Date of Payment.					
LINCOLNSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Timberland - - N.S.	66 5 0	July 23, 1850					
Toynton, All Saints' N.S.	100 0 0	Aug. 15, 1846	0 10 0				
Uffington (Earl Lindsey's) - - N.S.	- - -	- - -	2 2 0	15 0 0			
Ulceby - - N.S.	187 2 0	Mar. 9, 1848	1 13 4½				
Waddington, Ch. of Eng. - - -	176 0 0	June 6, 1855	- -	19 10 0	- -	9 16 8	4 12 0
Wainfleet, St. Mary's, N.S.	- - -	- -	- -	26 5 0			
Wainfleet - - Wes.	- - -	- - -	6 12 8½	41 10 0	- -	151 16 8	21 14 0
Wellingore - - N.S.	45 0 0	Apr. 19, 1848					
Welton - - - N.S.	- - -	- - -	2 3 7½	42 10 0	- -	- - -	6 6 0
Welton-le-Wold, - N.S.	*25 0 0	May 9, 1840	2 14 0½	- -	- -	56 13 4	9 4 0
Weston, St. Mary's N.S.	- - -	- - -	1 11 3½	- -	- -	75 0 0	10 16 0
Whaplode Drove - N.S.	50 0 0	Apr. 1, 1845					
Willoughton - N.S.	56 0 0	Feb. 17, 1846					
Winterton - - N.S.	90 0 0	Oct. 27, 1840	5 14 0½	7 10 0	- -	90 7 6	7 0 0
Winterton - - Wes.	105 0 0	Feb. 15, 1851	5 12 2½	75 15 9	- -	147 0 0	12 1 0
Winteringham - N.S.	80 0 0	June 12, 1846	2 2 7½	- -	- -	- - -	27 2 0
" - "	50 0 0	Aug. 29, 1855					
Withern - - N.S.	81 15 0	Sept. 19, 1850	2 16 4				
Wrawby - - N.S.	60 0 0	Sept. 22, 1842	1 18 10½	22 10 0	- -	77 18 4	3 19 0
" - - "	60 0 0	May 4, 1846					
" - - "	4 17 6	Apr. 14, 1848					
MIDDLESEX.							
Acton, Boys and Girls - - N.S.	153 0 0	Jan. 15, 1853	- -	20 0 0			
Acton - - - Wes.	- - -	- - -	- -	24 3 4	- -	- - -	1 10 0
Albany Street (Little) St. Anne's - - R.C.	- - -	- - -	2 13 4½	- -	- -	16 13 4	
Ashford - - - N.S.	- - -	- - -	1 8 8½				
Audley Street, North, St. Mark's - N.S.	- - -	- - -	- -	143 8 4	- -	390 10 0	
Audley Street, South, Grosvenor Chapel N.S.	- - -	- - -	- -	17 10 0	- -	15 0 0	
Baldwin's Place, St. John's - N.S.	- - -	- - -	10 0 9	94 10 0	- -	198 0 0	
Baldwin's Gardens, Boys and Girls - N.S.	28 0 0	Mar. 22, 1848	17 4 1	248 1 8	- -	1,044 0 5	
" - "	10 0 0	Jan. 25, 1849					
Barbican, St. Giles' (Jacob's Well Court) Boys and Girls - B.S.	*150 0 0	Sept. 10, 1835					
Barnabas, St. (Old Street) - - N.S.	*250 0 0	Nov. 18, 1837					
Bayswater - - N.S.	- - -	- - -	- -	64 12 6	- -	532 15 0	
Bedfont - - N.S.	108 0 0	Jan. 17, 1848					
Bethnal Green (Abbey Street), Boys, Girls, and Infants B.S.	*750 0 0	Oct. 10, 1839	25 12 6	75 15 0	- -	1,344 5 10	
" " - "	497 0 0	Feb. 18, 1843					
" " - "	200 0 0	Aug. 11, 1851					
Bethnal Green (Castle Street), Gascoigne Place - B.S.	470 0 0	May 19, 1841	10 9 11½	43 0 10	- -	573 1 8	
" " - "	100 0 0	Aug. 8, 1842					
" " - "	80 10 0	Sept. 24, 1850					
" " - "	50 0 0	Mar. 18, 1854					
Bethnal Green, St. Andrew's, Boys, Girls, and Infants N.S.	395 0 0	Jan. 3, 1846					
Bethnal Green, St. Bartholomew's, Boys and Girls - N.S.	400 0 0	Dec. 19, 1845	7 9 7	43 3 4	- -	373 12 6	

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bethnal Green, St. James' the Great, Boys, Girls, and Infants - - N.S.	404 0 0	Apr. 15, 1848	5 5 8½	70 5 0	- -	567 18 4	
" " - "	9 18 0	June 22, 1848					
" " - "	20 0 0	Sept. 1, 1854					
Bethnal Green, St. John's, Boys and Girls - - - N.S.	600 0 0	Feb. 23, 1843	3 14 0½				
Bethnal Green, St. Jude's, Boys, Girls, and Infts. - N.S.	500 0 0	Dec. 1, 1848	1 10 3½	46 11 8	- -	85 13 4	
Bethnal Green, St. Matthew's, Boys and Girls - - N.S.	20 0 0	Apr. 28, 1845	5 16 2½	- -	- -	432 7 6	
" " - "	50 0 0	May 3, 1840					
Bethnal Green, St. Matthias', Boys, Girls, and Infts. - N.S.	494 0 0	Apr. 30, 1852	- -	6 5 0			
Bethnal Green, St. Peter's, Boys, Girls, and Infts. - N.S.	9 19 0	June 22, 1848	2 17 6½	115 0 0	- -	520 10 10	
" - - "	561 13 4	Oct. 23, 1852					
Bethnal Green, St. Philip's, Boys, Girls, and Infants - N.S.	636 0 0	Feb. 4, 1854	6 9 2½				
Bethnal Green, St. Simon Zelotes', Boys and Girls - N.S.	400 0 0	Dec. 19, 1845	2 13 4	- -	- -	9 13 4	
" - - "	7 17 4	Nov. 23, 1853					
Bethnal Green, St. Thomas', Boys, Girls, and Infants N.S.	583 0 0	Sept. 25, 1851	5 10 0½	28 15 0	- -	45 13 4	
Blackfriars, Infants N.S.	142 0 0	June 19, 1847					
Blandford Square, Girls and Infants R.C.	- - -	- - -	13 5 0	- -	- -	360 6 8	
Bloomsbury - - N.S.	- - -	- - -	14 5 8	244 13 4	- -	752 0 0	
Bloomsbury, St. George the Martyr's - - - N.S.	- - -	- - -	6 1 5	98 15 10	80 0 0	139 10 0	
Brentford, Boys and Girls - - - B.S.	*250 0 0	July 22, 1834	16 5 7	177 10 0	16 13 4	942 16 8	
Brentford, New - N.S.	*90 0 0	Oct. 21, 1840					
Brentford, Old - N.S.	*85 0 0	Dec. 28, 1839					
Bromley, St. Leonard's - - - N.S.	17 10 0	May 19, 1849	- -	35 0 0	- -	244 0 0	
" " - "	340 0 0	Aug. 21, 1852					
Bromley and Bow, Infants - - B.S.	*125 0 0	May 11, 1839					
Brompton, Boys and Girls - - - N.S.	400 0 0	Oct. 14, 1842	- -	52 2 6	8 6 8	476 15 0	
" - - "	42 0 0	Oct. 4, 1848					
Buckingham Palace (Royal Mews) -	- - -	- - -	- -	8 6 8			
Bunhill Row, Boys and Girls - - R.C.	- - -	- - -	11 2 0	- -	- -	318 16 8	
Camden Town, Boys and Girls - - N.S.	*100 0 0	April 5, 1839	18 17 4½	180 10 0	- -	1,087 11 8	
" - - "	500 0 0	Jan. 11, 1849					
" - - "	25 9 4	July 30, 1850					
Charterhouse, St. Thomas', Boys, Girls, and Infts. N.S.	330 0 0	June 9, 1847	64 16 7½	274 1 8	228 0 0	2,164 18 4	
" " "	100 0 0	Aug. 25, 1847					
" " "	27 1 6	Sept. 25, 1848					
" " "	11 1 4	Jan. 25, 1849					
" " "	100 0 0	Nov. 24, 1852					
" " "	1,954 13 4	Apr. 6, 1853					

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Chelsea, Ch. Ch., Boys, Girls, and Infants - - N.S.	318 0 0	Dec. 16, 1843	7 3 7	39 0 0	- -	281 16 8	
" " "	12 0 0	Feb. 11, 1847					
" " "	112 10 0	Jan. 29, 1852					
Chelsea, St. Joseph's R.C.	- - -	- - -	- - -	- - -	- - -	255 6 8	
Chelsea, St. Jude's, Boys, Girls, and Infants - - N.S.	236 0 0	Apr. 4, 1846	7 15 9½	75 15 0	- -	47 10 0	
" " - "	10 0 0	Sept. 14, 1847					
" " - "	4 13 4	Oct. 17, 1853					
Chelsea, St. Luke's, Parochial - -	- - -	- - -	7 12 0½	104 10 0	20 16 8	419 13 4	
Chelsea, St. Luke's, Park Chapel, Boys and Girls - - N.S.	14 6 8	Mar. 8, 1852	5 5 3½	85 1 8	- -	172 16 8	
Chelsea, St. Mark's, Practising - -	733 0 0	June 21, 1854	- -	- -	- -	549 16 8	
Chelsea, St. Mark's, Training - -	- - -	- - -	- -	55 0 0			
Chelsea, (Upper) St. Saviour's, Boys, Girls, and Infts. N.S.	50 0 0	Sept. 13, 1847	7 12 2½	33 6 8	- -	124 0 0	
Chelsea, Upper Trinity, Boys, Girls, and Infants - - N.S.	*63 0 0	Nov. 8, 1837	11 0 0	125 13 4	30 0 0	1,038 11 8	
" " - "	106 0 0	May 15, 1847					
" " - "	25 0 0	July 27, 1848					
" " - "	15 10 0	Aug. 12, 1848					
" " - "	15 0 0	Oct. 23, 1851					
" " - "	12 0 0	Oct. 20, 1854					
" " - "	3 16 0	Nov. 21, 1855					
City Road, St. Matthew's, Boys and Girls - - N.S.	250 0 0	May 18, 1853	2 6 1½	47 10 0	- -	77 15 0	
Clerkenwell, Boys and Girls - - R.C.	- - -	- - -	8 17 4				
Clerkenwell, Lamb and Flag Ragged Sch.	18 8 2	Aug. 12, 1848					
Crown Court, Ch. of Scot.	375 0 0	Aug. 21, 1849					
Dufour's Place, St. Edward's - - R.C.	- - -	- - -	4 11 0½	21 13 4	- -	87 8 4	
Dunstan's, St., in the West - - N.S.	- - -	- - -	6 16 9½	74 10 0	- -	71 15 0	
Edmonton, Upper, Ch. S.	118 0 0	Apr. 7, 1852					
Enfield - - - B.S.	*200 0 0	Jan. 1, 1840					
Enfield - - - N.S.	- - -	- - -	- -	6 5 0	- -	65 0 0	6 1 0
Enfield, Highway, St. James' Chapel, Boys and Girls - N.S.	*203 0 0	Dec. 13, 1834	- -	6 5 0	- -	6 5 0	3 12 0
Enfield, Jesus Chapel (Bull's Cross) - N.S.	75 0 0	Apr. 11, 1850					
Finchley, Infants - B.S.	60 0 0	Dec. 22, 1842					
Finchley, Holy Trinity, Industrial, Boys, Girls, and Infts. - N.S.	300 0 0	Apr. 29, 1848	5 0 10	20 0 0	- -	283 18 4	10 13 0
" " - "	200 0 0	Mar. 19, 1849					
" " - "	100 0 0	Dec. 2, 1851					
" " - "	10 0 0	Mar. 31, 1852					
Finchley, St. Mary's N.S.	1,038 15 6	July 4, 1854	2 6 8½	7 10 0			
Finsbury, St. James', (Curtain Road) Boys, Girls, and Infants N.S.	600 0 0	Apr. 20, 1854	- -	- -	- -	131 3 4	
Finsbury, St. Paul's N.S.	365 0 0	Aug. 14, 1845					
Fisher Street, Red Lion Square, Boys B.S.	*334 0 0	July 18, 1834					

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Friern-Barnet, Boys and Girls - - N.S.	373 10 0	May 9, 1854	2 9 5				
Fulham, All Saints' N.S.	- - -	- - -	3 7 6	114 13 4	- -	395 9 2	
Fulham, St. Mary's (North End) - N.S.	142 0 0	Aug. 16, 1848					
Fulham, St. Thomas' R.C.	- - -	- - -	2 2 8	103 10 10	- -	288 11 8	
Gate Street, Lincoln's Inn Fields R.C.	100 0 0	July 15, 1851	7 10 0	- -	- -	378 18 4	
George's, St., in the East, Ch. Ch. (Wallburgh Street) Lower, Boys, Girls, and Infants - N.S.	175 0 0	Nov. 6, 1844	8 2 11½	49 0 0	- -	449 8 4	
George's, St., in the East, St. Mary's (Johnson Street), Upper - - N.S.	1,078 0 0	Jan. 16, 1849	11 16 5½	177 12 6	- -	1,080 18 4	
Giles', St., in the Fields - - - N.S.	- - -	- - -	3 3 4½				
Gordon Square, All Saints', Boys and Girls - - - N.S.	20 4 0	July 6, 1848	14 11 0	37 13 4	- -	788 19 8	
" " - "	15 5 4	Aug. 12, 1848					
Hackney, West - N.S.	*200 0 0	Aug. 22, 1838	10 4 10	88 10 0	- -	50 13 4	
Hackney Road (Ann's Place) - B.S.	200 0 0	Oct. 2, 1841					
" " South - "	40 0 0	Oct. 30, 1845					
Hackney, South (Charity) - - N.S.	- - -	- - -	- -	13 19 2			
Hackney Road (Weymouth Terrace) - B.S.	600 0 0	June 19, 1841	10 11 0	111 10 10	- -	1,080 11 8	
" " - "	9 7 2	Mar. 8, 1850					
" " - "	85 0 0	Oct. 16, 1850					
" " - "	45 0 0	Aug. 8, 1855					
Haggerstone, Hertford Place, Infts. B.S.	*50 0 0	Feb. 10, 1838					
Haggerstone, St. Mary's, Boys, Girls, and Infants N.S.	*240 0 0	Apr. 10, 1839	7 3 6½	84 10 0	20 0 0	955 12 6	
" " - "	114 0 0	Mar. 28, 1843					
" " - "	7 9 6	Nov. 9, 1848					
" " - "	20 0 0	Jan. 25, 1849					
" " - "	23 0 6	Oct. 18, 1853					
Hammersmith - B.S.	*150 0 0	Apr. 15, 1838					
Hammersmith, Boys and Girls - - N.S.	*120 0 0	Nov. 25, 1837					
" " - "	23 6 8	July 21, 1855					
Hammersmith, St. Mary's, Practising R.C.	276 0 0	July 20, 1852	5 10 0½	20 0 0	- -	138 5 0	
Hammersmith, St. Paul's - - - N.S.	- - -	- - -	- -	10 10 0			
Hammersmith, St. Peter's and St. Paul's, Ragged Ch. Sch.	200 0 0	Aug. 10, 1853					
Hammersmith, St. Peter's - - N.S.	- - -	- - -	- -	37 8 4	- -	65 0 0	
Hampstead, St. John's Chapel (Downshire Hill), Boys and Girls - - - N.S.	- - -	- - -	10 18 5	93 6 8	- -	171 15 0	
Hampstead, St. John's Par.	- - -	- - -	3 1 7½	173 15 0	- -	465 1 8	
Hampstead (West End) - - - N.S.	110 0 0	Feb. 4, 1846					
Hampton Wick - N.S.	30 0 0	Apr. 12, 1845	- -	53 15 0			
Hanwell, Boys, Girls, and Infts. N.S.	829 16 0	Oct. 27, 1855	6 8 2½	22 1 8	- -	271 7 6	16 17 0
Hanworth - - N.S.	90 0 0	Oct. 18, 1848					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Harlington and Cranford - - - N.S.	166 0 0	July 24, 1848					
Harmondsworth - N.S.	75 0 0	July 7, 1847					
Harp Alley - - B.S.	- - -	- - -	3 6 2½	46 8 4	- -	186 10 0	
Harrow on the Hill N.S.	*50 0 0	Aug. 22, 1838	6 15 11½	131 6 8	53 15 0	230 10 0	19 18 0
" " - "	240 0 0	Sept. 26, 1853					
" " - "	264 0 0	Mar. 1, 1855					
Hart Street, Covent Garden - - B.S.	*400 0 0	Aug. 31, 1839					
Hatton Garden, St. Andrew's - - Par.	- - -	- - -	6 4 10	78 0 0	- -	521 10 0	
Hayes - - - N.S.	*60 0 0	May 3, 1837					
Highbury, Metropolitan Practising Sch. Ch. Eng.	250 0 0	Dec. 17, 1850	8 6 5½	55 0 0			
" " - "	200 0 0	Oct. 29, 1853					
Highbury Vale - N.S.	*80 0 0	Nov. 9, 1836					
Highbury, Metropolitan Training - - -	- - -	- - -	- - -	41 13 4			
Highgate - - B.S.	- - -	- - -	2 4 2	34 10 0	- -	19 3 4	3 2 0
Highgate, St. Michael's, National and Industrial	1,800 0 0	July 20, 1852	16 4 10½	198 0 0	- -	658 10 0	67 4 0
" " - "	325 0 0	July 16, 1855					
Hillingdon and Cowley - - N.S.	- - -	- - -	- - -	26 16 8	- -	- - -	6 6 0
Holborn, Trinity - N.S.	- - -	- - -	3 11 11½	18 15 0	- -	7 10 0	
Home and Colonial Model School, Gray's Inn Lane - -	- - -	- - -	9 13 0½	268 16 8	180 0 0	1,242 15 10	
Home and Colonial Training, Gray's Inn Lane -	- - -	- - -	- - -	112 0 0			
Hornsey, Boys, Girls, and Infants - N.S.	63 0 0	July 22, 1848	- -	156 7 6	- -	596 10 0	
" - - - "	20 0 0	Dec. 7, 1848					
" - - - "	50 0 0	Nov. 20, 1849					
Hoxton, St. John's, Boys, Girls, and Infants - - N.S.	550 0 0	Sept. 15, 1843	18 15 0	125 15 0	33 15 0	1,169 5 0	
" " - "	12 18 4	June 22, 1848					
" " - "	303 0 0	Nov. 27, 1848					
" " - "	20 0 0	Jan. 25, 1849					
" " - "	13 6 8	Sept. 10, 1851					
Isleworth Charity, Boys and Girls, Ch. of Eng.	- - -	- - -	2 6 8	20 0 0			
Islington, All Saints', Boys and Girls - N.S.	436 15 0	Dec. 12, 1853	6 6 11½	40 18 4	21 13 4	42 0 0	
Islington, All Saints', District, Sunday, and Infants - N.S.	79 0 0	Jan. 14, 1843					
Islington, St. James' (Holloway), Boys, Girls, and Infants - N.S.	*100 0 0	Dec. 22, 1838	12 0 3	74 18 4	- -	128 8 4	
" - - "	1,000 0 0	Feb. 8, 1855					
Islington (Upper Holloway) St. John's, Boys, Girls, and Infants - N.S.	- - -	- - -	6 13 6½	82 15 0	- -	164 13 4	
Islington, St. Mary's, Boys - - N.S.	300 0 0	Feb. 10, 1843	8 2 10	106 5 0	- -	471 10 10	
" " - "	100 0 0	June 10, 1850					
" " - "	23 6 8	June 16, 1852					
Islington, St. Michael's - - N.S.	- - -	- - -	- - -	115 5 0	46 13 4	171 10 0	
Islington, St. Paul's N.S.	*216 0 0	June 28, 1834	- -	20 0 0			
" " - "	*71 0 0	Dec. 29, 1838					
Islington, St. Peter's, Boys, Girls, and Infants - - N.S.	100 0 0	April 17, 1841	6 13 7½	51 13 4	- -	349 3 4	
" " - "	324 0 0	Feb. 2, 1852					
" " - "	32 0 0	Apr. 28, 1852					

Name and Denomination of School.	Grants for Building Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Islington, St. Stephen's, Boys and Girls - - N.S.	147 0 0	Oct. 12, 1843	- -	- -	- -	387 3 4	
" " " - "	4 7 0	Feb. 8, 1847					
Islington, Union Chapel, Church Street - B.S.	*200 0 0	Jan. 9, 1839	4 3 4	20 1 8	- -	57 15 0	
Islington, South, and Pentonville B.S.	500 0 0	Dec. 15, 1841	9 10 6½	128 1 8	- -	1,281 15 10	
" " " - "	34 0 0	Nov. 18, 1847					
John Street, Bedford Row - - B.S.	*500 0 0	Sept. 14, 1836					
John's Wood, St. - R.C.	- - -	- - -	12 1 10½	147 11 8	- -	445 0 0	
John's Wood, St., St. John's, Boys and Girls - - N.S.	28 15 8	Sept. 19, 1848	15 2 7	266 5 0	- -	799 14 2	
" " " - "	16 13 4	Nov. 7, 1848					
Kensall Green, St. John's - - N.S.	344 0 0	Apr. 23, 1850	10 8 2	30 13 4	- -	315 5 0	
" " " - "	96 15 0	Apr. 8, 1852					
Kensington, Ch.Ch. (Gore Lane), Mixed - - - N.S.	120 0 0	July 14, 1849	1 15 7½	21 5 0	- -	15 0 0	
Kensington Free School	- - -	- - -	- -	14 0 0	- -	50 13 4	
Kensington Gravel Pits, Infants - N.S.	130 0 0	Mar. 19, 1846					
" " " - "	7 16 9	Nov. 8, 1847					
Kensington, " (Horton Street), Boys and Girls - - B.S.	*200 0 0	Jan. 11, 1836					
Kensington Potteries N.S.	150 0 0	Dec. 20, 1843					
Kensington, St. Barnabas' (Earl St.) - Par.	160 0 0	Dec. 27, 1848	2 5 4	88 10 0	- -	40 0 0	
Kensington, Vicar Place - - R.C.	- - -	- - -	2 7 11½	- -	- -	56 8 4	
Kensington Gore, Park Lane, Infts. B.S.	*30 0 0	June 2, 1838					
Kentish Town, Boys, Girls, and Infants N.S.	826 0 0	Jan. 3, 1849	8 11 0½	98 15 0	- -	200 10 0	
" - - "	20 0 0	Aug. 8, 1849					
Kenton - - N.S.	33 0 0	Mar. 18, 1852	0 14 8½				
Knightsbridge, All Saints' - - N.S.	- - -	- - -	- -	48 0 0	- -	32 10 0	
Latimer Chapel - B.S.	120 0 0	June 17, 1840					
Limehouse - - Wes.	312 0 0	Jan. 12, 1848	15 5 1½	117 0 0	- -	646 7 6	
" " " - "	15 0 0	Aug. 17, 1855					
Limehouse, St. Anne's, Boys and Girls - -	- - -	- - -	10 1 4½	20 11 8	- -	134 10 0	
Limehouse, St. Anne's, Sunday and Infts. N.S.	464 0 0	May 17, 1844	- -	38 15 0	- -	63 0 0	
" - "	35 0 0	May 25, 1849					
Limehouse, St. John's, Boys, Girls, and Infants - - N.S.	704 0 0	Mar. 22, 1854	4 7 9½				
" " " - "	8 8 6	Oct. 17, 1855					
Lisson Grove - B.S.	- - -	- - -	- -	- -	- -	37 6 8	
London Diocesan Board of Education -	- - -	- - -	38 19 6½				
London, East, (14, Red Lion Street, Wapping) - R.C.	- - -	- - -	1 3 5	- -	- -	445 5 0	
London, Langbourne Ward - N.S.	- - -	- - -	2 0 0				
London, St. Sepulchre's Within (Ball's Court) - N.S.	22 10 0	Oct. 18, 1848	5 0 0	44 11 8	- -	96 13 4	
London, Chapel Street, Cripplegate, Unitarian Domestic Mission School - -	- - -	- - -	7 14 7	68 15 10	- -	148 15 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Martin's, St. in the Fields, (Adelaide Place), Boys and Girls - - - N.S.	60 0 0	Aug. 18, 1855	- - -	63 15 0	- - -	754 19 2	
Martin's, St. in the Fields, Northern, Boys, Girls, and Infants - - N.S.	629 0 0	Aug. 16, 1855	7 1 4½	62 2 6	- - -	130 6 8	
" " - "	234 1 6	Aug. 31, 1855					
Mary-le-bone, Christ's Chapel, Boys, Girls and Infants - N.S.	*165 0 0	Jan. 25, 1837	- - -	- - -	- - -	308 10 0	
" " - "	25 0 0	Jan. 29, 1848					
Mary-le-bone, Ch. Ch. N.S.	- - -	- - -	- - -	65 3 4	22 18 4	115 8 4	
Mary-le-bone, Eastern N.S.	- - -	- - -	11 2 7	108 10 0	- - -	1,385 5 0	
Mary-le-bone, Nutford Place, Diocesan - -	- - -	- - -	4 3 7½	96 15 0	- - -	367 15 0	
Mary-le-bone, Presbyterian School - -	- - -	- - -	1 9 11½	- - -	- - -	133 0 0	
Mary-le-bone, St. James' - - R.C.	- - -	- - -	8 14 3½	22 10 0	- - -	316 5 0	
Mary-le-bone, Trinity - - - N.S.	- - -	- - -	10 8 4	41 13 4	- - -	149 15 0	
Mary-le-bone, Western St. Mary's N.S.	- - -	- - -	10 0 0	27 10 0	- - -	780 8 4	
Millwall, - - B.S.	252 0 0	Dec. 14, 1848					
Mimms, South - B.S.	*75 0 0	Mar. 18, 1837					
Moore Street, Edgeware Road - R.C.	- - -	- - -	3 6 8½	- - -	- - -	29 0 0	
Muswell Hill, St. James', - N.S.	112 16 0	Oct. 26, 1850					
Northwood - Ch. of E.	- - -	- - -	- - -	- - -	- - -	- - -	1 5 0
Paddington, All Saints, Boys, Girls, and Infts. N.S.	180 0 0	Apr. 3, 1852	7 6 2	84 10 0	- - -	80 10 0	
Paddington, St. John's - - N.S.	- - -	- - -	9 7 2½	158 0 0	- - -	358 10 10	
Paddington Green, St. Mary's - - N.S.	*250 0 0	June 28, 1834	- - -	106 1 8	- - -	885 1 8	
Pancras, St. - N.S.	- - -	- - -	- - -	154 16 8	- - -	763 3 4	
Pancras, St., East, Britannia Street, Gray's Inn Road N.S.	45 0 0	Feb. 23, 1849	8 11 6½	108 15 0	45 0 0	980 3 4	
Pancras, St., East, Dutton Street (late Regent Square), B., G., & Infts. - N.S.	550 0 0	Feb. 23, 1844					
" " - "	45 0 0	Mar. 17, 1852					
Pancras, St., Ch. Ch. Boys, Girls, and Infants N.S.	*320 0 0	July 28, 1838	14 17 4½	75 0 0	20 16 8	787 15 0	
" " - "	33 6 8	Mar. 19, 1852					
" " - "	27 17 4	Mar. 30, 1853					
Pancras, St., St. John the Evangelist's District - - N.S.	- - -	- - -	- - -	2 15 0			
Pancras, St. Percy - Chapel, Russell, Girls - N.S.	*50 0 0	May 16, 1835	3 5 11½	67 16 8	- - -	225 10 0	
" - "	6 10 0	Feb. 4, 1850					
Pancras, St. Holy Trinity, Boys, Girls, and Infants - N.S.	819 0 0	Oct. 1, 1851	7 13 4½	81 15 0	40 0 0	279 0 0	
Pentonville, Infants N.S.	- - -	- - -	- - -	25 0 0	- - -	15 0 0	
Pimlico, Buckingham Chapel (Palace Street) Boys B.S.	*100 0 0	Nov. 8, 1834					

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Pimlico, St. Barnabas', (late Knightsbridge St. Paul's.) Boys, Girls, and Infants - - N.S.	400 0 0	June 9, 1847	5 17 9	66 0 0	- -	75 10 0	
" " - "	19 0 0	Nov. 2, 1854					
Pimlico, St. Michael's, Boys, Girls, and Infts. - N.S.	335 0 0	Mar. 12, 1850	9 15 10½	109 13 4	- -	361 15 0	
Pimlico, St. Peter's N.S.	- - -		12 11 3	34 10 0	- -	307 0 0	
Ponders End, Infts. N.S.	85 0 0	Oct. 14, 1841					
Poplar (Regent St.) B.S.	- - -		- -	11 0 0	- -	68 0 0	
Poplar (WadeStreet) R.C.	- - -		4 14 2	33 0 0	- -	283 11 8	
Portman Chapel, Ch. of E.	- - -		8 3 3	63 2 6	- -	120 5 0	
Portman Square, Boys and Girls - - N.S.	- - -		6 2 3½	12 10 0	- -	712 14 2	
Queen Street, Great, - Lincoln's Inn Fields Wes.	- - -		9 19 2½	140 15 0	- -	410 2 6	
Radnor Street, St. Luke's (City Road), Boys, Girls, and Infants - Wes.	*225 0 0	Jan. 9, 1839	5 12 8½	84 0 0	- -	970 2 6	
" " - "	222 0 0	Mar. 10, 1843					
" " - "	24 0 0	Jan. 3, 1849					
" " - "	16 18 8	Mar. 7, 1849					
Ratcliff Cross, St. James', Mixed - N.S.	150 0 0	Sept. 28, 1841					
" " - "	100 0 0	Feb. 19, 1853					
Saffron Hill, St. Peter's (Onslow Street) - - N.S.	187 0 0	July 21, 1853	4 5 2½	81 15 0	- -	237 10 0	
Soho, St. Patrick's (Tudor Place) - R.C.	- -		3 4 10½	- -	- -	213 0 0	
Somers Town, Boys and Girls - - B.S.	320 5 0	Oct. 6, 1854	8 6 7½	6 5 0	- -	343 6 8	
Southhall, Infants N.S.	64 10 0	Sept. 11, 1852					
Southgate - - N.S.	- - -		1 12 2½	- -	- -	18 6 8	13 4 0
Spital, St. Mary's, Boys, Girls, and Infants - - N.S.	642 15 0	May 6, 1854					
Spitalfields - - R.C.	- - -		2 11 7	- -	- -	153 13 4	
Spitalfields (Wood Street), Boys and Girls - - B.S.	400 0 0	May 8, 1841	7 17 0½	10 8 4	- -	586 8 4	
Spitalfields (Bell Lane) Jews' Sch.	- - -		- -	- -	- -	155 10 0	
Staines, Boys and Girls - - N.S.	- - -		10 14 7	79 15 0	- -	235 10 0	24 14 0
Stepney, All Saints', Boys, Girls, and Infants - - N.S.	400 0 0	Oct. 7. 1841	7 3 9½	142 3 4	- -	587 13 4	
Stepney, Holy Trinity, Boys, Girls, and nfants - - N.S.	350 0 0	Oct. 30, 1845	7 6 1½	135 0 0	- -	532 6 8	
" " - "	7 15 5	Apr. 15, 1847					
" " - "	6 10 0	Aug. 12, 1848					
" " - "	150 0 0	June 28, 1849					
Stepney, Red Coat, Endowed Boys and Girls - - N.S.	*200 0 0	June 1, 1839	14 6 10	156 5 0	31 5 0	377 15 0	
" " - "	32 13 0	June 2, 1849					
" " - "	46 0 0	Aug. 10, 1855					
Stepney, Redman's Row, Infants - N.S.	- - -		- -	9 15 0	- -	21 15 0	
Stepney, St. Peter's, Infants - - N.S.	50 0 0	Nov. 27, 1841	8 15 0	159 7 6	- -	125 5 0	
Stepney, St. Philip's, Boys and Girls - N.S.	450 0 0	Feb. 1, 1845					

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stepney, St. Thomas' Boys, Girls, and Infants - - N.S.	400 0 0	Jan. 25, 1844	12 4 3½	200 5 0	- -	1,173 15 0	
" " - "	20 0 0	Apr. 4, 1846					
" " - "	100 0 0	Nov. 27, 1847					
" " - "	155 0 0	June 27, 1848					
" " - "	6 13 4	Feb. 25, 1851					
" " - "	18 6 3	Mar. 28, 1851					
Stepney - - P.U.	- - -	- - -	- - -	- - -	- - -	36 0 0	
Stoke Newington - B.S.	*200 0 0	Aug. 4, 1838	- -	73 2 6	- -	151 0 0	
Stratford-le-Bow, Boys - - - B.S.	*125 0 0	Mar. 25, 1837					
Sunbury - - B.S.	*50 0 0	June 25, 1836	- -	19 5 0	- -	15 0 0	11 5 0
Teddington, Public, Boys and Girls - N.S.	- - -	- - -	3 1 6½	27 0 0	- -	15 0 0	
Tottenham, Boys - N.S.	72 0 0	Dec. 7, 1842	3 13 4½	90 0 0	- -	82 0 0	
" - - "	3 12 4	Mar. 23, 1849					
Tottenham, Holy Trinity, Infants - N.S.	93 0 0	Dec. 1, 1848					
Tottenham Lancasterian School -	- - -	- - -	4 1 7½	- -	- -	205 3 4	
Turnham Green, Infants - - N.S.	100 0 0	Apr. 18, 1850					
Twickenham Common (Archdeacon Cambridge's) - N.S.	90 0 0	Dec. 5, 1842	2 17 0	- -	- -	293 4 2	
" " - "	45 0 0	Nov. 12, 1849					
Twig Folly, (Bethnal Green), Boys- B.S.	*250 0 0	Sept. 23, 1836					
Uxbridge, Boys - B.S.	*100 0 0	Apr. 16, 1836	4 1 8½	12 10 10	- -	98 1 8	
Uxbridge Moor, St. John's, Boys and Girls - - N.S.	94 0 0	May 18, 1847					
" - - "	70 0 0	Dec. 7, 1853					
Vincent Square, St. Mary's, Boys, Girls and Infants - N.S.	736 0 0	Sept. 10, 1850	17 2 11½	203 0 0	- -	794 13 4	
Walham Green - N.S.	*175 0 0	Aug. 31, 1836	- -	15 16 8	- -	38 0 0	
" - - "	100 0 0	June 9, 1847					
Wapping, St. John's B.S.	*175 0 0	Jan. 4, 1835					
Westbourne - - N.S.	- - -	- - -	6 19 2	36 13 4	- -	144 17 6	
Westminster, (Archbishop Tenison's School)	- - -	- - -	3 10 4½	- -	- -	181 0 0	
Westminster, Blue Coat - - - N.S.	- - -	- - -	- -	40 0 0			
Westminster, Ch. Ch., Boys, Girls, and Infants - - N.S.	500 0 0	Dec. 1, 1847	7 12 1½	75 12 6	- -	273 11 8	
Westminster, Church Schoolmasters' Association - - -	- - -	- - -	2 15 0				
Westminster (Curzon Street Chapel) - N.S.	- - -	- - -	- -	46 0 0	- -	43 15 0	
Westminster, Hanover Square, St. George's District N.S.	- - -	- - -	- -	18 8 4	- -	78 10 0	
Westminster, Hanover Square, St. George's United Day - - - N.S.	- - -	- - -	- -	16 13 4	- -	37 10 0	
Westminster, St. Anne's, Soho - N.S.	- - -	- - -	4 13 1½	82 8 4	- -	196 10 10	
Westminster, St. James' (Marshall Street) - - N.S.	- - -	- - -	19 7 4½	153 5 0	20 0 0	1,166 15 10	
Westminster, St. James' (Swallow Street), Offertory School - -	*50 0 0	July 13, 1839	6 15 9½	63 0 0	- -	46 10 0	

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	Amount.	Date of Payment.					
MIDDLESEX—*cont*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Westminster, St. Luke's, Berwick Street - - N.S.	*250 0 0	Dec. 4, 1839	5 7 6½				
Westminster, St. Margaret's and St. John's - N.S.	*600 0 0	Feb. 21, 1835	5 16 11	137 10 0	25 0 0	611 10 10	
Westminster, St. Stephen's, Rochester Row - -	- - -	- - -	3 6 8	192 10 0	- -	1,035 7 6	
Westminster Wesleyan Practising, (Horseferry Road) -	2,500 0 0	Mar. 11, 1852	73 4 5½	323 5 0	273 6 8	440 0 0	
" " -	150 0 0	May 16, 1855					
Whitechapel, St. Mark's, Boys, Girls, and Infants N.S.	200 0 0	May 26, 1842	- -	56 13 4	- -	159 10 0	
" " - "	204 0 0	Feb. 7, 1845					
Whitechapel, St. Mary's (St. Jude's District), Boys and Girls - - N.S.	302 0 0	Mar. 12, 1847					
Whitechapel - P.U.	- - -	- - -	- -	- -	- -	23 0 0	
Whitelands, Training - - - N.S.	- - -	- - -	- -	92 0 0			
Whitelands, Upper and Lower, Practising N.S.	- - -	- - -	- -	118 6 8	- -	281 11 8	
Whitelands, Infant N.S.	- - -	- - -	- -	14 5 0			
Whitton, Industrial School - - -	387 10 4	Sept. 15, 1853	2 0 0				
Willesden - - N.S.	- - -	- - -	- -	- -	- -	- - -	5 4 0
White Cross Place, Wilson Street, Boys, Girls, and Infants - - B.S.	452 0 0	May 6, 1843					
Wycliffe Chapel, Philpot Street, Commercial Road B.S.	*150 0 0	May 16, 1835					
MONMOUTHSHIRE.							
Abergavenny, Mixed N.S.	350 0 0	Nov. 1, 1849	3 16 0½	135 0 0	- -	171 0 0	
Blackwood - - B.S.	224 0 0	Aug. 20, 1846					
Blaenafon - - N.S.	115 0 0	Feb. 5, 1849	2 13 7½	- -	- -	351 11 8	
Blaina - - - B.S.	- - -	- - -	15 16 1	121 13 4	- -	592 5 0	43 15 0
Chepstow, Boys and Girls - - N.S.	*64 0 0	April 27, 1836	5 1 9	90 0 0	- -	193 10 0	
Chepstow, Infants N.S.	150 0 0	July 7, 1853					
Court-y-bella - N.S.	700 0 0	Aug. 29, 1849	9 16 1½	45 0 0	- -	456 13 4	44 18 0
Crumlin and Llanhileth, Mixed - N.S.	120 0 0	June 16, 1846	1 13 1	- -	- -	- - -	2 14 0
" " - "	75 0 0	May 19, 1848					
Goytrey - - - N.S.	65 0 0	June 24, 1852					
" - "	74 0 0	Jan. 10, 1854					
Llangattock, Lingoed (James Davie's) - - - N.S.	45 0 0	Dec. 27, 1848					
Llantrissent - N.S.	85 0 0	Jan. 4, 1849					
Llanwenarth - N.S.	50 0 0	Aug. 23, 1844	1 0 0				
Newport-on-Usk - B.S.	*75 0 0	Mar. 19, 1836					
Newport-on-Usk - N.S.	*275 0 0	Sept. 19, 1840	7 2 1½	163 15 0	- -		
"	46 0 0	Nov. 17, 1855					
Newport-on-Usk - R.C.	- - -	- - -	3 14 10	14 3 4	- -	419 11 8	
Pontnewynydd - N.S.	300 0 0	Dec. 4, 1846	8 19 7	54 0 0	- -	190 0 0	
" " - "	38 14 0	April 5, 1854					
" " - "	12 13 8	Nov. 21, 1855					
Pontypool, Charity N.S.	*114 0 0	Jan. 25, 1840	5 0 0	39 17 6	- -	516 1 8	
" " - "	16 0 0	Jan. 23, 1852					
" " - "	5 15 10	Mar. 8, 1852					
" " - "	100 0 0	Mar. 16, 1852					

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
		Amount.	Date of Payment.					
MONMOUTHSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rhymney Iron Works	N.S.	- - -	- - -	- - -	32 5 0			
Risca	B.S.	- - -	- - -	- - -	8 15 0			
Rockfield	N.S.	- - -	- - -	- - -	- - -	- - -	- - -	1 10 0
Skenfreth	N.S.	24 0 0	May 27, 1843					
"	"	21 0 0	June 17, 1851					
Tintern Abbey	N.S.	*70 0 0	June 20, 1840					
Usk, Endowed		- - -	- - -	3 10 4				
NORFOLK.								
Alburgh	N.S.	75 0 0	May 2, 1848					
Aldeby	N.S.	36 0 0	Nov. 11, 1841					
Ayisham	N.S.	175 0 0	Oct. 19, 1849	3 19 2½	- - -	- - -	115 8 4	
Banham	N.S.	- - -	- - -	2 0 0½				
Barnham Broome	N.S.	66 10 0	Mar. 15, 1842	- - -	9 15 0			
Bergh Apton	N.S.	- - -	- - -	- - -	52 10 0	- - -	13 0 0	
Bilney, West		*70 0 0	June 28, 1834					
Bradenham, West, Boys and Girls	N.S.	382 8 0	Aug. 30, 1854	5 0 0½				
Brisley	N.S.	50 0 0	Nov. 20, 1844					
"	"	22 0 0	Apr. 24, 1847					
Briston	N.S.	65 0 0	Jan. 17, 1845					
Brockdish	N.S.	34 0 0	Nov. 7, 1845					
Brooke	N.S.	*80 0 0	Oct. 15, 1838					
Buckenham, New	N.S.	- - -	- - -	1 13 4				
Burnham, Westgate, Boys, Girls, and Infants	N.S.	320 0 0	May 6, 1851	4 2 5	96 15 0	- - -	171 0 0	18 18 0
Caistor	N.S.	100 0 0	Apr. 2, 1850					
Caistor	B.S.	*20 0 0	Oct. 20, 1834					
Castle Acre	N.S.	72 7 0	Feb. 13, 1840					
Castle Rising	N.S.	- - -	- - -	- - -	35 0 0	- - -	13 0 0	6 12 0
Catfield	N.S.	63 0 0	Feb. 6, 1854	1 0 0				
Chedgrave	N.S.	50 0 0	Aug. 13, 1844					
Claxton and Hellington	N.S.	45 0 0	July 24, 1848					
Clenchwarton	N.S.	73 0 0	Apr. 9, 1846					
Coltishall	N.S.	100 0 0	June 24, 1847					
Colton	N.S.	105 0 0	Sept. 23, 1855					
Costessey	B.S.	*65 0 0	Jan 22, 1837					
Costessey	N.S.	*50 0 0	Nov. 16, 1836					
Creake, North	N.S.	- - -	- - -	2 11 4½				
Croxton	N.S.	50 0 0	Aug. 20, 1847					
Denton	N.S.	64 10 0	Mar. 20, 1841					
Dereham, East	B.S.	160 0 0	Aug. 21, 1841					
"	"	30 0 0	Feb. 23, 1843					
Dereham, East	N.S.	140 0 0	Nov. 24, 1841					
Deopham	N.S.	- - -	- - -	1 4 6				
Diss	N.S.	107 17 5	July 21, 1848					
Ditchingham	N.S.	50 0 0	Sept. 19, 1840					
"	"	50 0 0	Sept. 12, 1846					
"	"	31 0 0	Mar. 22, 1852					
Dorking	Par.	- - -	- - -	3 10 4½				
Downham Market	N.S.	162 10 0	Mar. 11, 1842	4 7 9½	74 11 8	- - -	126 16 8	3 15 0
"	"	17 17 0	May 3, 1852					
Elmham, North	N.S.	*30 0 0	Feb. 10, 1838					
Fakenham	B.S.	183 0 0	Aug. 5, 1845					
"	"	120 0 0	Dec. 19, 1848					
Fakenham	N.S.	200 0 0	Nov. 20, 1849	4 0 7	103 13 4	- - -	226 13 4	25 3 0
"	"	73 13 4	Nov. 7, 1854					
"	"	61 7 0	Nov. 7, 1854					
Fincham	N.S.	120 0 0	Dec. 8, 1849	2 0 0				
Forncett, St. Mary's	N.S.	- - -	- - -	1 9 7½	- - -	- - -	14 3 4	
Forncett, St. Peter's	N.S.	99 0 0	Dec. 30, 1848					
Foulsham	N.S.	*90 0 0	Dec. 5, 1838					
Framingham, Earl	N.S.	60 0 0	Dec. 6, 1841					
" "	"	32 0 0	Dec. 14, 1855					

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NORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Freethorpe and Wickhampton - N.S.	75 0 0	Nov. 6, 1848	1 9 6				
Fritton and Morningthorpe - - N.S.	45 0 0	Jan 1, 1842 -	- -	6 13 4	- -	72 5 10	
Gayton, Boys and Girls - - - N.S.	73 13 4	Nov. 13, 1852					
Geldestone - - N.S.	*26 0 0	Aug. 29, 1835	- -	94 17 6	- -	35 0 0	4 3 0
Geoglerstone - - N.S.	60 0 0	Sept. 1, 1846					
Halvergate - - N.S.	202 8 9	June 14, 1855	2 0 5½				
Harpley - - N.S.	62 0 0	July 25, 1846					
Heigham, Boys, Girls, and Infants N.S.	280 0 0	June 26, 1849	1 10 8				
Heigham, Potter - N.S.	70 0 0	Feb. 27, 1846					
Hempnall - - N.S.	150 0 0	Aug. 15, 1848					
Hilsay - - - N.S.	*75 0 0	Dec. 22, 1838					
Hindolveston, Boys and Girls - - N.S.	75 0 0	Mar. 19, 1847					
Hindringham - N.S.	55 0 0	June 10, 1845					
Hingham - - N.S.	51 10 0	Feb. 2, 1842					
Hockwold-cum-Wilton - - - N.S.	62 10 0	April 16, 1841	3 0 11½	- -	- -	293 6 8	11 19 0
" " - "	4 14 0	Feb. 8, 1847					
" " - "	41 16 8	Nov. 27, 1855					
Holme Hale - - N.S.	- - -	- - -	1 7 10				
Holkham - - N.S.	- - -	- - -	1 13 4	54 0 0	- -	15 0 0	
Holt - - - N.S.	100 0 0	June 22, 1843					
Horningham and East Tuddenham N.S.	- - -	- - -	2 3 11				
Lakenham, St. Mark's, Boys, Girls, and Infants N.S.	150 0 0	Apr. 7, 1848	4 10 6½	49 19 2	- -	220 0 0	
" " - "	16 0 0	Dec. 19, 1853					
" " - "	73 6 8	Dec. 22, 1853					
" " - "	20 14 8	Dec. 22, 1853					
" " - "	19 6 4	May 10, 1855					
Loddon - - - N.S.	- - -	- - -	1 13 4	4 3 4			
Lynn, St. John's, Boys, Girls, and Infants - - N.S.	47 10 0	Feb. 15, 1849	2 2 10	88 17 6	16 13 4	102 6 8	
" - "	398 13 4	June 2, 1854					
Lynn, St. Margaret's, Boys and Girls - - - N.S.	441 15 0	June 1, 1850	11 15 9½	142 16 8	- -	487 16 8	
" " - "	88 10 0	Nov. 4, 1853					
Lynn, King's - - B.S.	461 10 0	Feb. 27, 1847	7 14 5½	26 15 0	- -	307 0 0	
" " - "	38 0 0	Nov. 23, 1855					
Lynn, South, All Saints', Mixed - N.S.	95 0 0	Mar. 4, 1843	- -	88 10 0	- -	412 0 0	
" " - "	72 3 4	Nov. 30, 1852					
" " - "	35 0 0	Jan. 25, 1854					
Marham - - N.S.	53 0 0	May 27, 1843					
Martham - - N.S.	- - -	- - -	2 6 8				
Massingham - - N.S.	*50 0 0	Nov. 1, 1837					
Mileham - - - N.S.	*50 0 0	Feb. 28, 1835					
Mitford - - - P.U.	- - -	- - -	- -	- -	- -	70 10 0	
Norwich, Model (Boys†) N.S.	185 0 0	Sept. 17, 1851	8 6 8½	76 13 4	- -	947 1 8	
Norwich, Model, (Girls†) N.S.	- - -	- - -	6 5 0½	86 0 0			
Norwich Training - -	- - -	- - -	- -	16 0 0			
Norwich, New City, Union Place, Higham, Infants B.S.	*100 0 0	June 13, 1840					
" " - "	50 0 0	Aug. 21, 1848					
Norwich Octagon Chapel - - B.S.	- - -	- - -	0 19 10½	- -	- -	152 10 0	
Norwich, St. Martin's at Oak - N.S.	340 0 0	Oct. 14, 1846					
Norwich, St. Martin's at Palace - N.S.	- - -	- - -	2 10 2				

† In separate buildings, of different tenure.

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	Amount.	Date of Payment.					
MONMOUTHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rhymney Iron Works - - N.S.	- - -	- - - -	- - -	32 5 0			
Risca - - - B.S.	- - -	- - - -	- - -	8 15 0			
Rockfield - - N.S.	- - -	- - - -	- - -	- - -	- - -	- - -	1 10 0
Skenfreth - - N.S.	24 0 0	May 27, 1843					
" - - "	21 0 0	June 17, 1851					
Tintern Abbey - N.S.	*70 0 0	June 20, 1840					
Usk, Endowed - -	- - -	- - - -	3 10 4				
NORFOLK.							
Alburgh - - - N.S.	75 0 0	May 2, 1848					
Aldeby - - - N.S.	36 0 0	Nov. 11, 1841					
Aylsham - - N.S.	175 0 0	Oct. 19, 1849	3 19 2½	- - -	- - -	115 8 4	
Banham - - N.S.	- - -	- - - -	2 0 0½				
Barnham Broome - N.S.	66 10 0	Mar. 15, 1842	- - -	9 15 0			
Bergh Apton - - N.S.	- - -	- - - -	- - -	52 10 0	- - -	13 0 0	
Bilney, West - -	*70 0 0	June 28, 1834					
Bradenham, West, Boys and Girls - N.S.	382 8 0	Aug. 30, 1854	5 0 0½				
Brisley - - - N.S.	50 0 0	Nov. 20, 1844					
" - - "	22 0 0	Apr. 24, 1847					
Briston - - - N.S.	65 0 0	Jan. 17, 1845					
Brockdish - - N.S.	34 0 0	Nov. 7, 1845					
Brooke - - - N.S.	*80 0 0	Oct. 13, 1838					
Buckenham, New - N.S.	- - -	- - - -	1 13 4				
Burnham, Westgate, Boys, Girls, and Infants - - N.S.	320 0 0	May 6, 1851	4 2 5	96 15 0	- - -	171 0 0	18 18 0
Caistor - - - N.S.	100 0 0	Apr. 2, 1850					
Caistor - - - B.S.	*20 0 0	Oct. 20, 1854					
Castle Acre - - N.S.	72 7 0	Feb. 13, 1849					
Castle Rising - N.S.	- - -	- - - -	- - -	35 0 0	- - -	15 0 0	6 12 0
Catfield - - - N.S.	63 0 0	Feb. 6, 1854	1 0 0				
Chedgrave - - N.S.	50 0 0	Aug. 13, 1844					
Claxton and Hellington - - N.S.	45 0 0	July 24, 1848					
Clenchwarton - N.S.	73 0 0	Apr. 9, 1846					
Coltishall - - N.S.	100 0 0	June 24, 1847					
Colton - - - N.S.	105 0 0	Sept. 23, 1855					
Costessey - - B.S.	*65 0 0	Jan 22, 1837					
Costessey - - N.S.	*50 0 0	Nov. 16, 1836					
Creake, North - N.S.	- - -	- - - -	2 11 4½				
Croxton - - - N.S.	50 0 0	Aug. 20, 1847					
Denton - - - N.S.	64 10 0	Mar. 20, 1841					
Dereham, East - B.S.	160 0 0	Aug. 21, 1841					
" - - "	30 0 0	Feb. 23, 1843					
Dereham, East - N.S.	140 0 0	Nov. 24, 1841					
Deopham - - N.S.	- - -	- - - -	1 4 6				
Diss - - - N.S.	107 17 5	July 21, 1848					
Ditchingham - N.S.	50 0 0	Sept. 19, 1840					
" - - "	50 0 0	Sept. 12, 1846					
" - - "	31 0 0	Mar. 22, 1852					
Dorking - - - Par.	- - -	- - - -	3 10 4½				
Downham Market - N.S.	162 10 0	Mar. 11, 1842	4 7 9½	74 11 8	- - -	126 16 8	3 13 0
" " - "	17 17 0	May 3, 1852					
Elmham, North - N.S.	*30 0 0	Feb. 10, 1838					
Fakenham - - B.S.	183 0 0	Aug. 5, 1845					
" - - "	120 0 0	Dec. 19, 1848					
Fakenham - - N.S.	200 0 0	Nov. 20, 1849	4 0 7	103 13 4	- - -	226 13 4	25 3 0
" " - "	73 13 4	Nov. 7, 1854					
" " - "	61 7 0	Nov. 7, 1854					
Fincham - - - N.S.	120 0 0	Dec. 8, 1849	2 0 0				
Forncett, St. Mary's N.S.	- - -	- - - -	1 9 7½	- - -	- - -	14 3 4	
Forncett, St. Peter's N.S.	99 0 0	Dec. 30, 1848					
Foulsham - - N.S.	*90 0 0	Dec. 5, 1838					
Framingham, Earl N.S.	60 0 0	Dec. 6, 1841					
" " - "	32 0 0	Dec. 14, 1855					

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	Amount.	Date of Payment.					
NORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Freethorpe and Wickhampton - N.S.	75 0 0	Nov. 6, 1848	1 9 6				
Fritton and Morningthorpe - - N.S.	45 0 0	Jan 1, 1842 -	- -	6 13 4	- -	72 5 10	
Gayton, Boys and Girls - - - N.S.	73 13 4	Nov. 13, 1852					
Geldestone - - N.S.	*26 0 0	Aug. 29, 1835	- -	94 17 6	- -	35 0 0	4 3 0
Gooderstone - - N.S.	60 0 0	Sept. 1, 1846					
Halvergate - - N.S.	202 8 9	June 14, 1855	2 0 0½				
Harpley - - N.S.	62 0 0	July 25, 1846					
Heigham, Boys, Girls, and Infants N.S.	280 0 0	June 26, 1849	1 10 8				
Heigham, Potter - N.S.	70 0 0	Feb. 27, 1846					
Hempnall - - N.S.	150 0 0	Aug. 15, 1848					
Hilgay - - - N.S.	*75 0 0	Dec. 22, 1858					
Hindolveston, Boys and Girls - - N.S.	75 0 0	Mar. 19, 1847					
Hindringham - N.S.	55 0 0	June 10, 1845					
Hingham - - N.S.	51 10 0	Feb. 2, 1842					
Hockwold-cum-Wilton - - - N.S.	62 10 0	April 16, 1841	3 0 11¼	- -	- -	293 6 8	11 19 0
" " - "	4 14 0	Feb. 8, 1847					
" " - "	41 16 8	Nov. 27, 1855					
Holme Hale - - N.S.	- - -	- - -	1 7 10				
Holkham - - N.S.	- - -	- - -	1 13 4	54 0 0	- -	15 0 0	
Holt - - - N.S.	100 0 0	June 22, 1843					
Horningham and East Tuddenham N.S.	- - -	- - -	2 3 11				
Lakenham, St. Mark's, Boys, Girls, and Infants N.S.	150 0 0	Apr. 7, 1848	4 10 6½	40 19 2	- -	220 0 0	
" " - "	10 0 0	Dec. 19, 1853					
" " - "	73 6 8	Dec. 22, 1853					
" " - "	20 14 8	Dec. 22, 1853					
" " - "	19 6 4	May 10, 1855					
Loddon - - - N.S.	- - -	- - -	1 13 4	4 3 4			
Lynn, St. John's, Boys, Girls, and Infants - - N.S.	47 10 0	Feb. 15, 1849	2 2 10	88 17 6	16 13 4	102 6 8	
" - "	598 13 4	June 2, 1854					
Lynn, St. Margaret's, Boys and Girls - - - N.S.	441 15 0	June 1, 1850	11 15 9½	142 16 8	- -	487 16 8	
" " - "	88 10 0	Nov. 4, 1853					
Lynn, King's - - B.S.	461 10 0	Feb. 27, 1847	7 14 5½	26 15 0	- -	307 0 0	
" " - "	38 0 0	Nov. 23, 1855					
Lynn, South, All Saints', Mixed - N.S.	95 0 0	Mar. 4, 1843	- -	88 10 0	- -	412 0 0	
" " - "	72 3 4	Nov. 30, 1852					
" " - "	35 0 0	Jan. 25, 1854					
Marham - - - N.S.	53 0 0	May 27, 1843					
Martham - - N.S.	- - -	- - -	2 6 8				
Massingham - - N.S.	*50 0 0	Nov. 1, 1837					
Mileham - - N.S.	*50 0 0	Feb. 28, 1845					
Mitford - - - P.U.	- - -	- - -	- -	- -	- -	70 10 0	
Norwich, Model (Boys†) N.S.	185 0 0	Sept. 17, 1851	8 6 8½	76 13 4	- -	947 1 8	
Norwich, Model, (Girls†) N.S.	- - -	- - -	6 5 0½	86 0 0			
Norwich Training - -	- - -	- - -	- -	16 0 0			
Norwich, New City, Union Place, Higham, Infants B.S.	*100 0 0	June 13, 1840					
" " - "	50 0 0	Aug. 21, 1848					
Norwich Octagon Chapel - - B.S.	- - -	- - -	0 19 10½	- -	- -	152 10 0	
Norwich, St. Martin's at Oak - N.S.	340 0 0	Oct. 14, 1846					
Norwich, St. Martin's at Palace - N.S.	- - -	- - -	2 10 2				

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	Amount.	Date of Payment.					
NORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Norwich, St. Michael's (Prince's Street) - - B.S.	60 0 0	Aug. 26, 1840					
Norwich, St. Stephen's - - - N.S.	- - -	- - -	6 0 7½	15 0 0			
Norwich, St. Swithin's N.S.	45 0 0	Jan. 26, 1842					
Ormesby - - N.S.	83 0 0	Jan. 6, 1851					
Outwell - - N.S.	225 0 0	Feb. 29, 1848	1 11 6½				
" - - - "	71 5 0	Oct. 25, 1855					
Pockthorpe, St. James' -	82 0 0	June 16, 1845	1 4 0				
Pulham, St. Mary Magdalene's - N.S.	132 0 0	Aug. 11, 1852	2 19 1½				
Redenhall - - N.S.	112 10 0	Dec. 3, 1849	1 6 8½	43 6 8			
Reedham - - N.S.	50 0 0	Aug. 23, 1845	- -	- -	- -	15 0 0	
" - - - "	11 4 0	Feb. 15, 1855					
Reepham, St. Mary's N.S.	- - -	- - -	2 4 8	21 13 4	- -	52 10 0	
Rockland, All Saints' Mixed - - N.S.	35 0 0	Feb. 16, 1853					
Rockland, St. Mary's Girls - - - N.S.	36 0 0	May 24, 1841	0 13 4				
Runcton and Holme - - N.S.	40 0 0	Feb. 19, 1840					
Runham and Thrigby N.S.	- - -	- - -	1 4 10½				
Ruston, East - N.S.	37 0 0	Apr. 2, 1846					
Ryburgh, Great - N.S.	- - -	- - -	1 2 11	36 0 0	- -	113 16 8	4 14 0
Saham Toney - N.S.	*35 0 0	Oct. 25, 1837					
Salhouse - - N.S.	60 0 0	May 13, 1845					
" - - - "	3 0 0	Feb. 8, 1847					
Sculthorpe - N.S.	62 0 0	May 12, 1841	1 0 2½				
Sheringham - N.S.	- - -	- - -	1 16 0½				
Southery - - N.S.	60 0 0	Aug. 5, 1844					
Southwood and Limpenhoe - N.S.	26 10 0	July 4, 1851	1 13 4½				
Stiffkey - - N.S.	- - -	- - -	1 6 8				
Surlingham - N.S.	*20 0 0	May 9, 1838					
Swafield - - N.S.	- - -	- - -	1 1 2				
Swanton Morley - N.S.	120 0 0	Sept. 15, 1852	- -	- -	- -	7 10 0	
Swaffham - - N.S.	*160 0 0	Feb. 13, 1839					
Syderstone - - N.S.	- - -	- - -	1 6 6½	41 13 4	- -	32 10 0	4 10 0
Taverham - - N.S.	70 0 0	Mar. 30, 1852	1 6 8½				
Terrington, St. Clement's, Girls - N.S.	70 0 0	July 5, 1844	2 6 8	- -	- -	52 10 0	
Thetford - - B.S.	*75 0 0	Dec. 28, 1836					
Thorpe - - N.S.	41 0 0	Dec. 1, 1841					
Thorpe-Hamlet, Boys and Girls - - N.S.	209 0 10	Aug. 19, 1854	3 6 8				
Thurlton - - N.S.	37 0 0	Aug. 7, 1849					
Tilney, All Saints' - N.S.	130 0 0	Aug. 23, 1845	2 2 9½	- -	- -	15 0 0	
Topcroft - - N.S.	54 0 0	May 24, 1848					
Trowse Newton - N.S.	70 0 0	Aug. 12, 1846					
Trunch - - - N.S.	52 0 0	Apr. 25, 1853					
Walpole, St. Andrew's, Boys - N.S.	93 0 0	Dec. 19, 1849					
Walsingham, Little N.S.	3 18 0	July 25, 1851	6 1 11½	132 6 8	- -	203 13 4	31 2 0
" " - "	7 0 0	May 15, 1854					
" " - "	21 0 0	Sept. 23, 1854					
" " - "	5 5 0	Aug. 31, 1855					
Walsham, North - -	- - -	- - -	2 19 7½				
Walton, West, Mixed - - - N.S.	76 0 0	July 19, 1844	2 0 3				
Watton - - - N.S.	83 0 0	Oct. 13, 1842					
" - - - "	5 6 8	Feb. 1, 1843					
Wiggenhall, St. Mary's - - N.S.	65 0 0	July 27, 1842	1 15 0				
Winch, East - N.S.	50 0 0	May 2, 1843					
Winch, West - N.S.	*32 0 0	May 23, 1838	1 9 0				
Winfarthing - Ch. S.	124 10 0	Feb. 17, 1855					
Winterton - - N.S.	169 0 0	Aug. 24, 1840	- -	76 13 4	- -	230 10 0	18 14 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
NORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Worstead - - N.S.	80 0 0	July 3, 1845	2 2 3½	- - -	- -	29 0 0	10 12 0
„ - - „	141 15 0	Dec. 1, 1854					
Wortwell - - N.S.	- - -	- - -	- - -	8 6 8			
Yarmouth, Great - B.S.	- - -	- - -	9 9 11½	- - -	- -	181 5 0	
Yarmouth, Great, Charity - Ch. of Eng.	- - -	- - -	1 14 11½	- - -	- -	161 16 8	
Yarmouth, Great, St. Nicholas', Boys, Girls, and Infants N.S.	720 10 0	Mar. 18, 1853	16 11 2	164 11 8	- -	342 18 4	
Yarmouth, Great, St. Peter's - - N.S.	526 0 0	Apr. 22, 1851	20 2 4½	130 11 8	- -	728 16 8	
Yarmouth, Great, Schoolmasters' Association - -	- - -	- - -	4 6 0½				
Yaxham - - - N.S.	60 0 0	Jan. 5, 1844					
„ - - - „	32 0 0	Nov. 20, 1850					
NORTHAMPTONSHIRE.							
Brayfield-on-the-Green N.S.	- - -	- - -	- - -	8 6 8			
Braunston, Infants N.S.	90 0 0	May 14, 1847					
Braybrooke - - N.S.	*25 0 0	June 28, 1837					
Brington, Great, Boys and Girls - N.S.	- - -	- - -	2 0 0	- - -	- -	32 10 0	6 9 0
Burton Latimer, Endowed Free School -	80 0 0	Jan. 23, 1852					
Bugbrooke - - N.S.	125 0 0	June 27, 1845	3 0 0				
„ - - „	27 0 0	Mar. 14, 1846					
Byfield - Ch. of Eng.	- - -	- - -	- - -	8 6 8			
Cogenhoe - - N.S.	45 0 0	July 29, 1843					
Corby - - - B.S.	- - -	- - -	- - -	- - -	- -	15 0 0	
Cosgrove - - N.S.	90 0 0	Mar. 7, 1845					
Creaton, Great - N.S.	100 0 0	Aug. 20, 1845					
„ - - „	5 19 0	Apr. 1, 1847					
Crick, Boys - - N.S.	60 0 0	July 22, 1848					
Crick, Girls and Infants - - N.S.	60 0 0	June 8, 1847					
Dallington - - N.S.	52 0 0	July 13, 1842					
Desborough - - N.S.	47 0 0	Oct. 15, 1844	- - -	42 10 0			
Eydon - - - N.S.	- - -	- - -	2 10 10	27 10 0	- -	15 0 0	13 5 0
Finedon, Endowed, Free - - - N.S.	70 0 0	Jan. 28, 1854					
Gayton, Mixed - N.S.	56 0 0	Aug. 4, 1846					
Glinton with Peakirk - - N.S.	110 0 0	May 29, 1846					
Harleston - - N.S.	- - -	- - -	1 13 4½	31 12 6			
Harpole - - - N.S.	- - -	- - -	1 6 9	20 0 0	- -	- - -	6 2 0
Harrowden, Little, Endowed Free School -	70 0 0	Feb. 27, 1851					
Irchester - - N.S.	120 0 0	Nov. 8, 1849					
Kettering - - - N.S.	- - -	- - -	5 0 0	26 2 6	- -	30 0 0	
Kettering - - B.S.	*250 0 0	Nov. 11, 1835					
Kilsby - - - N.S.	*30 0 0	Nov. 16, 1839	1 6 8½	26 5 0			
Kingsthorpe - - N.S.	85 0 0	Sept. 1, 1841					
Middleton Cheney N.S.	- - -	- - -	1 6 8½	36 13 4	- -	15 0 0	
Moulton - - N.S.	110 0 0	Dec. 29, 1843	1 13 6				
Naseby - - N.S.	92 0 0	Mar. 14, 1846	- - -	- - -	- -	24 15 10	
Northampton, Boys and Girls - - B.S.	640 0 0	Aug. 26, 1846					
Northampton, All Saints', Boys, Girls, and Infants N.S.	*316 0 0	Mar. 18, 1840	12 15 11½	215 5 0	- -	1,319 5 0	
„ „ - „	11 0 0	Nov. 7, 1848					
„ „ - „	117 15 0	Nov. 24, 1849					
„ „ - „	825 0 0	Feb. 16, 1855					
Northampton, All Saints', South Quarter, Infants -	- - -	- - -	3 0 1½	70 3 4	- -	5 10 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
NORTHAMPTONSHIRE —*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£. s. d.
Northampton, Blue Coat School - - -	- - -	- - -	0 16 8½	11 10 0			
Northampton, St. Giles' - - - Par.	- - -	- - -	19 17 0½	64 18 4	- -	689 15 0	
Northampton, St. Katherine's, Mixed and Infants N.S.	230 0 0	April 12, 1845	5 13 5	60 6 8	- -	353 15 0	
" " - "	7 0 0	May 19, 1849					
Northampton, St. Sepulchre's - N.S.	420 0 0	Feb. 6, 1846	10 2 0½	121 13 4	- -	441 13 4	
" " - "	40 0 0	Jan. 24, 1850					
Northampton, Church Schoolmasters' Association - - -	- - -	- - -	1 8 4½				
Orlingbury - - N.S.	103 0 0	July 6, 1847					
Oundle - - - B.S.	- - -	- - -	7 10 1½	28 17 6	- -	250 0 0	18 18 0
Oundle - - - N.S.	133 0 0	Nov. 19, 1842	5 5 1½	28 15 0	- -	214 2 6	10 12 0
" " - "	58 0 0	Mar. 29, 1844					
" " - "	4 10 6	Apr. 14, 1848					
" " - "	33 0 0	Dec. 27, 1855					
Peterborough, Boys and Girls - - B.S.	*150 0 0	Aug. 5, 1837					
Peterborough, Girls N.S.	31 0 0	July 25, 1853	2 5 6½	11 0 0	- -	8 6 8	
Peterborough, Infants - - - N.S.	219 15 0	Oct. 23, 1851					
Piddington - - N.S.	- - -	- - -	1 15 4½				
Pitsford - - - N.S.	52 10 0	Feb. 6, 1844					
Rockingham - - N.S.	- - -	- - -	1 19 7	46 10 0	- -	187 1 8	3 6 0
Rothwell - - B.S.	*100 0 0	Sept. 12, 1835					
Sibbertoft - - N.S.	60 0 0	June 27, 1848	0 11 11				
Spratton - - N.S.	- - -	- - -	1 16 0½				
Stanwick - - N.S.	54 0 0	May 27, 1840					
Sutton, King's - N.S.	180 0 0	Dec. 15, 1847					
Thornhaugh - - N.S.	- - -	- - -	- - -	87 13 4	- -	- - -	6 12 0
Thrapstone - - N.S.	112 10 0	Jan. 19, 1851					
Titchmarsh - - N.S.	120 0 0	Apr. 23, 1843	2 5 10½	- -	- -	19 6 8	
" - - "	6 0 0	Mar. 28, 1851					
Towcester - - N.S.	213 15 0	Jan. 2, 1851					
Weedon, Lois - N.S.	96 0 0	Dec. 22, 1848					
Welford and Sulby, Endowed - - N.S.	79 10 0	Feb. 28, 1852	2 0 3				
Wellingborough Infant - - N.S.	- - -	- - -	- - -	5 16 8			
Whitfield - - N.S.	*25 0 0	Dec. 29, 1838					
Wilbarston - - N.S.	33 0 0	Mar. 17, 1846					
Wootton - - N.S.	*46 0 0	Jan. 19, 1839					
NORTHUMBERLAND.							
Acklington - - N.S.	- - -	- - -	2 6 8½	55 0 0	- -	32 10 0	14 10 0
Acomb Township, Ch. School	- - -	- - -	1 6 8	27 10 0			
Allenheads - - N.S.	†50 0 0	Dec. 9, 1840	- - -	- - -	- -	78 8 4	
Allenheads, St. Peter's - - N.S.	30 0 0	Dec. 13, 1847	- - -	- - -	- -	222 0 0	21 17 0
Alnwick - - B.S.	127 0 0	Sept. 9, 1840	- - -	7 3 4			
Alnwick - - N.S.	315 0 0	Oct. 12, 1850	5 12 2	- - -	- -	535 9 6	
" - - "	100 0 0	Oct. 2, 1855					
Alnwick (Duke of Northumberland's) N.S.	- - -	- - -	- - -	79 3 4	- -	47 10 0	
Alnwick - - - R.C.	- - -	- - -	- - -	15 0 0	- -	43 6 8	
Anick - Ch. of Eng.	- - -	- - -	- - -	18 0 0	- -	- - -	3 13 0
Bellingham, Endowed Free School -	98 5 0	July 30, 1852	3 6 8				
Belford - - - N.S.	*58 0 0	Oct. 14, 1837	2 6 0				
Berwick-upon-Tweed, Infants - B.S.	70 0 0	July 5, 1841					

† This school is pulled down.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Berwick-upon-Tweed - R.C.	- - -	- - -	1 13 4½				
Berwick-upon-Tweed, Charity - N.S.	- - -	- - -	9 7 11½	102 15 0	- -	318 10 0	
Berwick-on-Tweed P.U.	- - -	- - -	- - -	- -	- -	19 3 4	
Broomhaugh, Village - - - N.S.	- - -	- - -	- - -	- - -	- -	- - -	4 13 0
Cambo - - - N.S.	- - -	- - -	- - -	21 10 0	- -	15 0 0	2 0 0
Chatton - - - N.S.	- - -	- - -	2 1 0½				
Chillingham - - N.S.	*45 0 0	Nov. 27, 1835					
Corbridge - - N.S.	*45 0 0	Sept. 16, 1835	5 0 0½				
Cornhill - - N.S.	*40 0 0	June 30, 1838					
Crookham - - N.S.	104 10 0	Mar. 23, 1842	1 0 9				
Elsdon - - - N.S.	- - -	- - -	2 12 2	16 10 0	-	202 7 6	
Harbottle - - N.S.	*36 0 0	June 29, 1836					
Hartburn - - N.S.	85 0 0	Oct. 15, 1844	5 0 0	- -	-	30 12 6	
Heddon-on-the-Wall N.S.	200 0 0	Sept. 12, 1851	3 16 7	61 13 4	-	115 16 8	27 19 0
Hexham, St. Mary's R.C.	- - -	- - -	- - -	- -	-	21 13 4	7 0 0
Hexham, Subscription - - - N.S.	- - -	- - -	2 16 8½	60 13 4	-	160 0 0	
Hollywell Colliery - B.S.	*25 0 0	Oct. 24, 1838	1 7 7				
Horncliffe - - B.S.	- - -	- - -	1 17 4½	25 10 0	-	- - -	5 10 0
Horsley - - Par.	- - -	- - -	1 8 0½				
Howden Pans - B.S.	50 0 0	Jan. 4, 1840	3 2 1				
Kenton - - - N.S.	121 0 0	Feb. 7, 1847					
Kirk Whelpington Par.	- - -	- - -	- - -	- -	- -	25 0 0	
Lesbury - Ch. of Eng.	- - -	- - -	- - -	9 12 6			
Lillswood Subscription, Infants - - -	- - -	- - -	1 2 8				
Longhurst - - N.S.	56 0 0	Dec. 27, 1847	1 5 6½				
Lowick - - - B.S.	30 0 0	Jan. 15, 1840					
Lowick - - - N.S.	75 0 0	Nov. 30, 1842					
Lucker - - - Par.	- - -	- - -	1 13 4				
Melkridge - - N.S.	*30 0 0	Aug. 16, 1837					
Morpeth - Presbyterian	*200 0 0	Jan. 19, 1839	- -	25 0 0			
Morpeth, St. James' N.S.	200 0 0	Jan. 31, 1848	7 13 4½	157 13 4	- -	514 17 6	
" " "	67 0 0	Dec. 1, 1853					
Newbrough, Boys N.S.	99 1 8	June 28, 1854	0 15 4	8 15 0			
Newcastle, Castle Garth or St. Nicholas', Boys and Girls - - N.S.	*150 0 0	Jan. 1, 1840	- -	6 0 0	- -	3 6 8	
" " "	28 0 0	Feb. 9, 1841					
Newcastle Church School-masters' Association -	- - -	- - -	0 8 4½				
Newcastle-on-Tyne Jubilee - - B.S.	- - -	- - -	6 16 2½	12 0 0			
Newcastle-on-Tyne Ragged, Boys and Girls - - - B.S.	852 0 0	May 11, 1855	1 8 1	21 13 4			
Newcastle-on-Tyne (Sallyport) Infant B.S.	- - -	- - -	- -	16 13 4			
Newcastle-on-Tyne, St. Andrew's N .S	*166 0 0	Sept. 7, 1839	- -	138 6 8	- -	660 18 2	
Newcastle-on-Tyne, St. Andrew's, Boys, Girls, and Infants - - R.C.	- - -	- - -	17 9 2½	168 6 8	40 0 0	1,047 0 0	
Newcastle-on-Tyne, St. John's N.S.	335 0 0	Dec. 19, 1838	13 1 4½	118 0 0	- -	697 11 8	
Newcastle-upon-Tyne, St. Thomas' Boys and Girls - N.S.	130 0 0	Aug. 7, 1852	- -	75 0 0	- -	587 17 6	
Ninebanks, Mixed - N.S.	12 0 0	July 17, 1844					
" " - "	35 0 0	Jan. 9, 1848					
Norham, Boys and Girls - - - N.S.	121 0 0	Jan. 27, 1846	6 2 1½	13 0 0	- -	398 5 0	3 8 0
Ord, East, Boys - B.S.	35 0 0	Sept. 5 1840					

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	Amount.	Date of Payment.					
NORTHUMBERLAND —cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ovington - - N.S.	60 0 0	Feb. 28, 1845	4 3 4	13 15 0	- -	63 0 0	
" - - "	23 0 0	Dec. 17, 1851					
" - - "	10 5 8	Dec. 17, 1851					
Rochester - - N.S.	- - -	- - -	2 10 0½				
Scremerston, Mixed N.S.	63 0 0	June 16, 1842	4 6 8	- -	- -	412 14 2	
Seaton Burn - R.S.	*20 0 0	Mar. 19, 1836					
Shields, North - N.S.	*300 0 0	Jan. 4, 1840					
Shields, North, Presbyterian, Boys and Girls - -	250 0 0	Feb. 16, 1844	3 14 4	- -	- -	270 16 8	
Shields, North - R.C.	- - -	- - -	5 12 6½	60 12 6	- -	240 15 10	
Shields, North, Union B.S.	- - -	- - -	- -	11 0 0	- -	39 16 8	
Shoreswood, Mixed N.S.	124 0 0	June 24, 1846	3 10 7½	- -	- -	124 10 0	
" " - "	11 9 0	Mar. 31, 1853					
Spittle - " - B.S.	*75 0 0	Apr. 15, 1839					
Sugleyfield - - N.S.	*100 0 0	Dec. 9, 1838					
Tynemouth, Union B.S.	*225 0 0	Feb. 13, 1839	4 0½				
Warrenford, Mixed B.S.	20 0 0	July 14, 1841	- -	9 12 6	- -	- -	6 13 0
Whitley Chapel, Mixed - - N.S.	70 0 0	Dec. 15, 1849	1 13 4½				
Whittonstall, Mixed - - - N.S.	50 0 0	Jan. 3, 1847	12 8 4½	55 0 0	- -	52 10 0	18 18 0
Wingates, Mixed - N.S.	26 10 0	Feb. 2, 1842					
Witton, Nether - N.S.	- - -	- - -	1 17 0				
Wooler - - - N.S.	*70 0 0	Nov. 21, 1838					
Wooler - - - Pres.	- - -	- - -	- -	17 18 4			
Wylam - Ch. of Eng.	- - -	- - -	- -	10 0 0	- -	10 0 0	
NOTTINGHAMSHIRE.							
Averham - - N.S.	- - -	- - -	1 13 4				
Arnold - - - N.S.	172 0 0	Nov. 24, 1845.					
Balderton, Boys and Girls - - N.S.	283 0 0	May 12, 1847	2 0 8½				
Barnby in the Willows, Infants N.S.	57 0 0	Apr. 15, 1851	- -	- -	- -	- -	4 12 0
Basford, Boys and Girls - - N.S.	390 0 0	Apr. 14, 1846	2 19 3				
Beckingham, Mixed N.S.	222 0 0	Oct. 27, 1855					
Beeston - - - N.S.	*144 0 0	Nov. 11, 1835	3 4 0				
Besthorpe, Mixed - N.S.	40 10 0	July 2, 1845					
Bildworth, Boys, Girls, and Infants N.S.	425 0 0	Aug. 30, 1848	2 6 8				
Bramcote, Mixed - N.S.	*50 0 0	Apr. 22, 1837					
" " - "	0 10 8	Feb. 8, 1847					
Carrington - - N.S	*75 0 0	Feb. 24, 1836	3 7 5½	27 10 0	- -	50 1 8	9 18 0
Coddington, Boys and Girls - - N.S.	53 0 0	Oct. 27, 1847	1 8 10				
" " - "	18 9 0	Nov. 18, 1847					
Collingham, North, Boys and Girls - N.S.	- - -	- - -	2 14 7½				
Collingham, South Mixed - - - N.S.	*60 0 0	Sept. 5, 1840	4 9 11½	51 0 0	- -	201 5 0	5 3 0
" " - "	13 0 0	Oct. 21, 1845					
" " - "	(a)52 11 6	Dec. 26, 1855					
Costock - - - N.S.	*50 0 0	Apr. 10, 1841					
Cotes, Old - - N.S.	*50 0 0	Mar. 22, 1837					
Dunham - - N.S.	215 0 0	Aug. 28, 1845	1 6 3	- -	- -	49 3 4	1 15 0
Eastwood - - N.S.	*60 0 0	Jan. 4, 1837	- -	13 0 0	- -	18 10 0	16 6 0
Farnsfield - Wes.	- - -	- - -	4 0 0	- -	- -	- - -	6 17 0
Hyson Green, St. Paul's, Boys and Girls - - - N.S.	149 0	Mar. 23, 1848	1 4 6½	17 10 0	22 10 0	17 10 0	13 0 0
Hucknall Torkard, Boys and Girls - N.S.	404 0 0	Feb. 7, 1855	2 5 5½	3 15 0			
Kingston-upon-Soar N.S.	- - -	- - -	1 0 8	14 0 0			
Lambley - - N.S.	90 0 0	Oct. 28, 1851					

(a) This grant was made to the two schools, North and South Collingham.

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	Amount.	Date of Payment.					
NOTTINGHAMSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Lenton, Boys, Girls, and Infants - N.S.	150 0 0	Nov. 22, 1842	11 6 2½	197 6 8	50 16 8	791 1 8	21 10 0
„ - - - - „	10 2 6	Nov. 7, 1848					
„ - - - - „	19 6 8	Jan. 2, 1850					
„ - - - - „	80 0 0	Jan. 12, 1850					
„ - - - - „	135 0 0	June 29, 1852					
„ - - - - „	55 0 0	May 6, 1853					
Lowdham - - N.S.	100 0 0	Mar. 8, 1844	3 13 8½	- -	- -	- - -	1 4 0
„ - - „	179 5 0	Oct. 27, 1853					
„ - - „	14 10 0	Nov. 21, 1855					
Mansfield, Mixed and Infants - Wes.	- - -	- - -	8 0 0½				
Mansfield Woodhouse, Boys and Girls - - N.S.	200 0 0	Apr. 7, 1846	4 3 4½	47 0 0	- -	15 0 0	
Mansfield Woodhouse - - Wes.	- - -	- - -	3 10 5	24 0 0	- -	189 5 0	
Newark, Ch. Ch., Boys, Girls, and Infants N.S.	65 0 0	May 18, 1849	13 7 0½	- -	- -	218 0 0	
„ - - „	360 0 0	Apr. 11, 1850					
Newark-upon-Trent - - N.S.	*125 0 0	Nov. 17, 1838					
Newark-upon-Trent - - - Wes.	- - -	- - -	11 11 8½	139 10 0	- -	573 10 0	
Newthorpe, Infants N.S.	50 0 0	Sept. 29, 1841					
Nottingham, High Pavement, Boys and Girls - - B.S.	*550 0 0	Jan. 14, 1835	2 6 7	14 3 4	- -	211 0 0	
Nottingham, Holy Trinity, Boys, Girls, and Infants N.S.	603 0 0	July 6, 1847	14 13 6½	191 8 4	- -	726 6 8	
„ - - - - „	5 3 4	Apr. 14, 1848					
„ - - - - „	150 0 0	Jan. 8, 1855					
„ - - - - „	100 0 0	Feb. 3, 1855					
Nottingham, St. Barnabas' - - R.C.	- - -	- - -	5 18 5½	87 1 8	- -	152 16 0	
Nottingham, St. John's, B., G., & Infts. - -	517 0 0	July 6, 1847	5 18 8	3 0 0	- -	274 10 0	
Nottingham, St. Mary's, Boys and Girls - - - N.S.	*300 0 0	Dec. 10, 1834					
„ - - - - „	92 17 0	June 24, 1848					
Nottingham, St. Mary's - - R.C.	- - -	- - -	5 6 0½	- -	- -	577 15 0	
Ollerton, Boys, Girls, and Infants - N.S.	150 0 0	Apr. 22, 1842	13 8 4½	114 5 0	- -	874 10 10	19 2 0
Radford, New - N.S.	454 0 0	May 5, 1852	3 18 5	- -	- -	75 0 0	
Radford, Old, Boys and Girls - - N.S.	150 0 0	Oct. 8, 1841	3 15 6½				
Retford, East - - N.S.	- - -	- - -	- - -	- -	- -	129 6 8	
Snenton - - N.S.	*150 0 0	Nov. 22, 1837	3 4 2	64 18 4	- -	41 9 2	7 16 0
Southwell, Holy Trinity, Infants - N.S.	165 0 0	Aug. 14, 1848	- -	17 10 0	- -	180 5 0	21 1 0
Stapleford - - N.S.	- - -	- - -	2 16 6½	28 0 0	- -	15 0 0	10 12 0
Sutton in Ashfield, Boys and Girls - N.S.	300 6 0	Aug. 25, 1847	3 10 1	- -	- -	60 17 6	
„ „ - „	16 13 4	May 19, 1849					
Sutton in Ashfield, (Eastfield Side), Boys - - - B.S.	*125 0 0	Dec. 21, 1836					
Sutton Bonnington, Infants - - N.S.	160 0 0	May 28, 1845	2 1 5				
„ - - „	40 0 0	Aug. 19, 1845					
Sutton-upon-Trent N.S.	*50 0 0	Mar. 17, 1838					
Weston Endowed, Ch. of Eng. Sch.	- - -	- - -	1 10 1½				
Worksop Abbey, Girls - - - N.S.	100 0 0	Aug. 3, 1841	15 11 4½	- -	- -	402 2 6	
„ - - - - „	6 1 0	July 5, 1848					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.				Grants for Books and Maps.			Grants to Certificated Teachers.			Grants to Assistant Teachers.			Grants on account of Pupil-teachers.			Capitation Grants.		
	Amount.			Date of Payment.															
OXFORDSHIRE.	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Adderbury, Infants N.S.	179	4	0	Jan. 26, 1855															
Assendon - - R.C.	-	-	-	- - -	1	3	2	-	-	-	-	-	-	32	10	0			
Aston Rowant, Boys and Girls - - N.S.	70	0	0	Nov. 7, 1844															
Baldon - - - N.S.	-	-	-	- - -	1	16	0½												
Banbury - - N.S.	-	-	-	- - -	3	4	8	57	13	4	12	10	0	382	10	0	12	9	0
Banbury, Boys, Girls, and Infants B.S.	80	0	0	May 13, 1853	1	19	1½	24	3	4	-	-	-	353	5	0			
Banbury, Central, Infants - - B.S.	-	-	-	- - -	2	8	8	11	18	4	-	-	-	121	15	10			
Banbury, St. John's R.C.	-	-	-	- - -	3	3	4	23	6	8	-	-	-	48	16	8			
Beckley - - - N.S.	-	-	-	- - -	2	15	11¼	-	-	-	-	-	-	64	3	4	3	13	0
Benson, or Bensington - - - B.S.	-	-	-	- - -	4	3	4¾	3	15	0	-	-	-	63	0	0	13	4	0
Benson, or Bensington, Boys and Girls N.S.	127	10	0	Feb. 21, 1852	2	6	8¼	-	-	-	-	-	-	84	5	0	8	15	0
Bicester - - - N.S.	*45	0	0	Nov. 17, 1836															
Bradwell Ch. of Eng.	-	-	-	- - -	1	0	0½	-	-	-	-	-	-	27	10	0			
Cadmore End, Mixed - - N.S.	129	0	0	July 6, 1854															
Charlbury - - B.S.	-	-	-	- - -	2	5	4½	-	-	-	-	-	-	-	-	-	3	19	0
Cherwell, Infants - B.S.	-	-	-	- - -	1	11	3	4	11	8	-	-	-	102	15	0			
Chinnor - - - B.S.	54	0	0	Nov. 7, 1843															
Churchill and Sarsden - - - N.S.	-	-	-	- - -	2	0	7½	90	0	0	-	-	-	192	15	0			
Cowley - - - N.S.	-	-	-	- - -	-	-	-	27	15	0	-	-	-	30	8	4	14	1	0
Cropredy, Boys and Girls - - N.S.	270	0	0	May 20, 1855	2	5	5½												
Cuddesdon, Mixed N.S.	68	0	0	Mar. 25, 1848	2	2	1	30	0	0	-	-	-	74	3	4	17	10	0
Culham (Oxford Diocesan) Training -	-	-	-	- - -	-	-	-	25	0	0									
Culham, Boys and Girls - - - N.S.	67	10	0	Sept. 25, 1850	1	13	4												
Culham, Practising	146	5	0	Aug. 29, 1853	-	-	-	8	6	8	-	-	-	-	-	-	7	2	0
Deddington, Boys and Girls - - N.S.	400	0	0	June 13, 1854															
Dorchester - - N.S.	*20	0	0	Aug. 2, 1837															
Ensham, Boys and Girls - - - N.S.	228	3	6	Aug. 5, 1847															
Enstone - - - N.S.	*56	0	0	Dec. 6, 1837															
Hailey, Mixed - N.S.	60	0	0	Dec. 27, 1848	1	9	0¼												
Headington, Boys and Girls - - N.S.	170	0	0	May 23, 1848	3	3	11												
" - - "	40	0	0	Sept. 6, 1849															
Henley-on-Thames, National and Industrial, Boys, Girls, and Infants	500	0	0	Aug. 13, 1850	7	1	11	78	15	0	-	-	-	289	10	0	28	10	0
Ibstone - Ch. of Eng.	-	-	-	- - -	1	16	4½	19	0	0	-	-	-	-	-	-	2	15	0
Iffley - Ch. of Eng.	-	-	-	- - -	-	-	-	-	-	-	-	-	-	6	5	0	10	8	0
Kidlington - - N.S.	-	-	-	- - -	3	19	10												
Launton, Mixed - N.S.	100	0	0	Dec. 1, 1846	1	9	0¾	63	0	0	-	-	-	-	-	-	11	0	0
" - - "	12	17	2	July 26, 1851															
Leafield - - N.S.	*65	0	0	Oct. 24, 1840															
Leigh, North - - N.S.	*48	0	0	Dec. 22, 1838															
Lewknor, Mixed - N.S.	*83	0	0	Oct. 21, 1837	1	19	6½	5	0	0	-	-	-	193	10	0	8	7	0
" - - "	3	15	0	Jan. 14, 1851															
Newington, South N.S.	*67	0	0	Feb. 7, 1838	1	12	3¾												
Norton, Chipping - N.S.	*100	0	0	Jan. 20, 1838	2	3	4½	53	10	10	-	-	-	32	10	0			
" - - "	42	13	4	June 28, 1855															
Norton, Chipping, Boys and Girls - B.S.	300	0	0	Oct. 21, 1854	2	16	1¾												
Norton, Hook - B.S.	-	-	-	- - -	7	0	0												
Nuneham - - N.S.	-	-	-	- - -	3	6	7¾	98	6	8	-	-	-	262	3	0	31	5	0
Oxford, Blue Coat School - -	-	-	-	- - -	3	0	5½	20	0	0									
Oxford, Diocesan Board	-	-	-	- - -	30	5	9												
Oxford, St. Aldate's N.S.	*72	0	0	April 26, 1837	-	-	-	3	6	8									
Oxford, St. Giles' - N.S.	*110	0	0	Mar. 14, 1838	1	1	10												

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.			Grants for Books and Maps.			Grants to Certificated Teachers.			Grants to Assistant Teachers.			Grants on account of Pupil-teachers.			Capitation Grants.		
	Amount.		Date of Payment.															
OXFORDSHIRE—*cont.*	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Oxford, St. Mary's - N.S.	-	-	-	-	-	-	-	-	-	-	-	-	99	3	4			
Oxford, St. Paul's - N.S.	180	0	0	Feb. 12, 1848	3	19	0½	65	0	0	-	-	153	13	4			
Oxford, City - - P.U.	-	-	-	-	-	-	-	-	-	-	-	-	5	0	0			
Ramsden, Boys and Girls - - N.S.	68	0	0	Feb. 11, 1848	1	0	0											
Rollright, Great, Mixed - - N.S.	55	15	0	Oct. 19, 1853														
Rotherfield (Grey's), Trinity, Infants - N.S.	60	0	0	Feb. 21, 1851														
Sandford - - N.S.	45	0	0	Nov. 12, 1843														
Shiplake - - N.S.	-	-	-	-	-	-	2	0	0½									
Shipton-under-Wychwood, Boys N.S.	255	0	0	Oct. 27, 1854	2	0	0											
Southstoke - - N.S.	30	0	0	Feb. 12, 1842														
Summertown, Boys and Girls - - N.S.	86	0	0	Nov. 2, 1848														
Sydenham (Wenman's) - - N.S.	50	0	0	Nov. 21, 1851														
Tackley, Mixed - N.S.	54	0	0	Aug. 21, 1841														
Tetsworth, Mixed - N.S.	100	0	0	Oct. 17, 1849														
Tew, Great, Endowed	-	-	-	-	-	-	-		-	16	13	4	-	-		12	10	0
Tew, Little, Mixed N.S.	*30	0	0	Dec. 10, 1856														
" - - "	10	0	0	Mar. 6, 1846														
Thame, Boys & Girls B.S.	*150	0	0	Oct. 9, 1837														
Thame, Boys, Girls, and Infants - N.S.	*120	0	0	May 30, 1838														
" " - "	60	0	0	Dec. 8, 1843														
Warborough, Mixed N.S.	45	0	0	Nov. 28, 1846														
Watlington, Girls - N.S.	50	0	0	Mar. 30, 1844														
Westwell - - N.S.	40	0	0	May 29, 1855														
Wheatley - - N.S.	-	-	-	-	-	-	1	18	8½									
Witney - - - N.S.	*47	0	0	May 20, 1837	4	9	9½	10	0	0	-	-	242	15	0			
Witney - - - Wes.	-	-	-	-	-	-	6	0	2½	11	5	0	-	-		104	10	0	26	4	0
Woodcote - - N.S.	*35	0	0	July 19, 1837														
Woodstock - - N.S.	691	0	0	Feb. 15, 1855	8	6	8½	-		-	-		-		-	-		-	9	14	0
RUTLANDSHIRE.																		
Ashwell Ch. of Eng. Sch.	-	-	-	-	-	-	-		-	83	11	8	-	-		-		-	3	0	0
Braunston - - N.S.	40	0	0	Oct. 13, 1847														
Clipsham - - N.S.	77	0	0	Sept. 28, 1849														
Empingham, Foster, Charity - - N.S.	-	-	-	-	-	-	1	4	3½	-		-	-		-	60	0	0	3	1	0
Hambleton, Mixed - N.S.	*30	0	0	Feb. 7, 1838	-		-	5	0	0								
" - - "	25	0	0	Nov. 13, 1848														
Luffenham, South, Mixed - - N.S.	76	0	0	June 3, 1847	1	0	6½											
Oakham, Model - N.S.	589	15	0	July 7, 1852	6	5	0	83	16	8	-	-	80	5	0	18	10	0
Ryhall - - - N.S.	*50	0	0	June 1, 1839														
Uppingham - - N.S.	-	-	-	-	3	16	0	146	0	0								
Wing - - - N.S.	84	0	0	Jan. 13, 1853														
SHROPSHIRE.																		
Acton Burnell, Mixed - - N.S.	32	0	0	Dec. 10, 1848	1	8	3½	-		-	-		-		-	-		-	1	8	0
Ash, Boys, Girls, and Infants - N.S.	88	0	0	July 19, 1840	1	5	8											
Aston-in-Woore - N.S.	45	0	0	April 10, 1843														
Aston under Edgemond, Mixed - N.S.	60	0	0	Oct. 1, 1841														
Beckbury, Mixed - N.S.	96	7	6	Mar. 28, 1854	-		-	-		-	-		-		-	-		-	7	8	0
Berrington, Mixed - N.S.	32	0	0	May 28, 1844														
" " "	1	4	6	Sept. 9, 1846														
Bishop's Castle, Boys and Girls - N.S.	50	0	0	Dec. 15, 1843	4	19	11½	51	5	0	-	-	300	1	8	13	11	0
" - - "	3	17	0	Feb. 1, 1848														
" - - "	6	13	4	June 22, 1848														

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	Amount.	Date of Payment.					
SHROPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bridgnorth, Blue Coat School, Boys - -	- - -	- - -	1 10 0½	1 5 0	- -	7 15 0	
Bridgnorth, St. Leonard's, Upper Town, Boys, Girls, and Infants - N.S.	14 17 6	Apr. 14, 1851	4 16 11	121 0 0	25 0 0	335 18 4	
" " " - "	493 13 4	Oct. 19, 1855					
Bridgnorth, " St. Mary's, Low Town, Mixed - N.S.	156 19 0	Sept. 16, 1848	5 14 5½	23 15 0	- -	114 0 0	
" " " - "	9 19 8	Jan. 23, 1852					
Bridgnorth, " Schoolmasters' Association -	- - -	- - -	0 16 8½				
Brockton - - N.S.	105 0 0	Jan. 19, 1846	1 7 5½	- -	- -	- - -	3 0 0
Broseley - - N.S.	16 4 9	May 9, 1850	4 18 4½	26 2 6	- -	229 6 8	3 10 0
" - - "	790 1 6	Oct. 10, 1855					
Cainham - - N.S.	*47 0 0	Jan. 17, 1835					
Chelmarsh - - N.S.	80 0 0	Jan. 29, 1851	2 0 0				
Chetwynd - - N.S.	- - -	- - -	1 17 10½				
Coalbrookdale, Girls and Infants, Ch. Sch.	- - -	- - -	4 8 4½	5 16 8	- -	16 18 4	
Dawley, Boys & Girls N.S.	120 0 0	Feb. 1842	1 8 5	12 10 0			
" - - "	30 0 0	Feb. 17, 1847					
Diddlebury - - N.S.	- - -	- - -	1 15 0	13 15 0	- -	- - -	2 12 0
Donnington Wood N.S.	- - -	- - -	7 4 6½	115 6 8	- -	288 8 4	28 7 0
Drayton, Little, Boys and Girls - N.S.	50 0 0	Dec. 29, 1851	- -	- -	- -	- - -	31 13 0
Drayton, Market - N.S.	*170 0 0	Mar. 26, 1836					
Duddlestone, Subscription, Boys, Girls, and Infants N.S.	- - -	- - -	1 16 3½	- -	- -	- - -	8 1 0
Eardington, Mixed - N.S.	27 0 0	Oct. 2, 1847	1 5 4½				
" " " "	160 0 0	Apr. 5. 1855					
Eaton-Constantine, Mixed - - N.S.	42 0 0	Mar. 15, 1850	1 13 11½	- -	- -	- - -	3 15 0
Ellesmere - - N.S.	- - -	- - -	1 12 10½	67 15 0	- -	32 10 0	
Hampton (Welsh) - N.S.	53 10 0	Feb. 11, 1851	1 16 6	- -	- -	- - -	4 12 0
Hinstock - - N.S.	*60 0 0	Aug. 10, 1839	- -	- -	- -	- - -	3 8 0
" - - "	30 0 0	Mar. 14, 1855					
Hodnet - - N.S.	*80 0 0	Oct. 10, 1838	2 4 9	- -	- -	- - -	9 11 0
Hope, Mixed - N.S.	70 0 0	July 25, 1845					
Hopesay - - Par.	- - -	- - -	1 16 8				
Hordley, Mixed - N.S.	35 0 0	Oct. 21, 1845	1 10 0½				
" " - "	20 0 0	Nov. 24, 1846					
Jackfield, Mixed - N.S.	160 0 0	Oct. 2, 1845	3 2 8½	- -	- -	163 2 6	4 14 0
Ketley " - - N.S.	- - -	- - -	- -	16 10 0	- -	- - -	4 10 0
Kinlet, Boys & Girls N.S.	58 0 0	April 9. 1844	1 13 4½				
" " - "	29 14 8	Jan. 15, 1855					
Leintwardine, Endowed Free School - -	52 0 0	July 11, 1855					
Lilleshall - - N.S.	- - -	- - -	4 5 8½	88 15 0	- -	188 3 4	28 17 0
Llanvair Waterdine, Mixed - N.S.	127 0 0	Dec. 27, 1855					
Loppington, Mixed -	75 10 0	Mar. 22, 1853					
Madeley, Boys, Girls, and Infants N.S.	230 0 0	Mar. 19, 1846	4 12 7½	53 6 8	27 1 8	421 0 0	24 10 0
" - - "	25 13 4	June 13, 1850					
Madeley Wood, Boys and Girls - - Wes	- - -	- - -	3 10 0	17 10 0	- -	15 0 0	14 17 0
Macsbury, Mixed - N.S.	42 0 0	Mar. 1841					
Martin's, St.—The Lodge - - N.S.	127 5 6	June 11, 1853	2 15 4	16 13 4			
Meole Brace, Boys and Girls - - N.S.	- - -	- - -	2 14 0				
Middle - - - Ch. S.	- - -	- - -	2 8 0	21 10 0	- -	52 10 0	9 9 0
Middleton - - R.C.	- - -	- - -	- -	55 0 0	- -	- - -	5 8 0
Middleton in Chirbury, Mixed - N.S.	60 0 0	Feb. 15, 1849	3 5 10	- -	- -	158 16 8	2 15 0
" " - "	12 5 6	Feb. 15, 1849					
" " - "	15 0 0	Sept. 11, 1855					

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SHROPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Nash, Mixed - - N.S.	75 0 0	July 7, 1847					
Neen and Milson, Mixed - - - N.S.	63 0 0	Oct. 21, 1848					
Oldbury - - N.S.	*75 0 0	July 19, 1834	8 9 7	- -	- -	98 5 0	
" - - - "	44 13 4	Oct. 23, 1855					
Oldbury - - Wes.	- - -	- - -	2 16 8½	- -	- -	46 10 0	
Oldbury (Chance's), Boys, Girls, & Infts. N.S.	340 0 0	June 3, 1852	4 16 1½	44 1 8	29 3 4	57 10 0	
Onibury - - N.S.	*30 0 0	Sept. 20, 1837					
Oswestry, Boys and Girls - - - B.S.	*150 0 0	Mar. 13, 1841					
Oswestry, Boys, Girls, and Infants N.S.	338 0 0	Sept. 3, 1842	7 6 10	191 4 2	-	419 6 8	
" " - "	22 0 0	Aug. 12, 1854					
Porthywaen - - N.S.	*60 0 0	April 10, 1839					
Prees, Mixed - - N.S.	160 0 0	May 15, 1848	1 1 1	48 18 4	- -	- - -	9 8 0
Preston on the Wildmoors, Mixed N.S.	25 0 0	Sept. 25, 1846					
" " - "	11 13 0	Apr. 15, 1847					
Rhydycroesau, Boys and Girls - N.S.	85 0 0	Feb. 21, 1851					
Rodington, Boys and Girls - - N.S.	102 0 0	Dec. 11, 1849	2 17 3½	- -	- -	19 3 4	9 12 0
" - - "	30 0 0	Aug. 19, 1854					
Ryton, Boys & Girls N.S.	64 10 0	Nov. 5, 1850	1 0 0½				
Sheinton - - N.S.	60 0 0	Feb. 11, 1846					
" - - "	10 0 0	Feb. 8, 1847					
Shelve - - - N.S.	45 0 0	Aug. 16, 1843					
Shrewsbury - - B.S.	- - -	- - -	9 10 1	53 12 6	- -	279 3 4	
Shrewsbury, Coleham, Mixed and Infants - - N.S.	*120 0 0	Jan. 6, 1840	2 19 10	- -	- -	195 0 0	
" " - "	90 0 0	Jan. 13, 1844					
" " - "	75 12 8	Nov. 16, 1849					
Shrewsbury, St. Chad's - - N.S.	*200 0 0	Sept. 10, 1838					
Shrewsbury, St. Mary's and St. Michael's - - N.S.	- - -	- - -	4 0 10½	- -	- -	96 10 0	
Shrewsbury and Shropshire Schoolmasters' Association - - -	- - -	- - -	2 10 10½				
Stottesdon - - N.S.	*125 0 0	Apr. 11, 1838					
Tilstock - - N.S.	*60 0 0	Jan. 27, 1838	0 13 9				
Wellington, Boys, Girls, and Infants N.S.	31 15 0	June 13, 1848	8 14 2½	5 0 0	- -	112 0 0	
" " - "	725 6 8	July 25, 1855					
Wem, Boys & Girls B.S.	*200 0 0	Nov. 8, 1840					
Wem, Mixed - - N.S.	150 0 0	Jan. 1840	3 8 8	- -	- -	- - -	26 0 0
Wenlock (Much), Mixed & Infants- N.S.	207 0 0	Feb. 24, 1849	5 0 0½	35 0 0	- -	149 10 0	17 16 0
Westbury - - N.S.	173 0 0	June 24, 1850	4 13 4	36 0 0	- -	69 16 8	17 3 0
" "	31 13 4	Jan. 2, 1855					
Whitchurch, Boys Endowed - - N.S.	32 0 0	Feb. 28, 1854	6 17 2½	15 0 0	- -	301 0 0	
" "	17 0 0	July 31, 1855					
Whitchurch, Girls - N.S.	- - -	- - -	2 13 4	- -	- -	63 0 0	
Whittington Boys and Girls - - N.S.	214 10 0	May 23, 1854	1 4 6½	6 5 0			
Whixall, Boys and Girls - - N.S.	100 0 0	Apr. 6, 1850					
" - - - "	50 0 0	July 10, 1850					
Wombridge, Oakengates - - - N.S.	204 0 0	March 1846	2 12 0½	- -	- -	86 18 4	
" " - "	4 16 8	July 16, 1849					
Woore, St. Leonard's N.S.	42 0 0	Oct. 25, 1842	0 5 0				
" " - "	12 0 0	Aug. 1844					
" " - "	5 0 0	Apr. 29, 1847					
" " - "	52 0 0	Dec. 1, 1854					
Worfield, Endowed S.	- - -	- - -	- -	- -	- -	15 0 0	

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SHROPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Worthen, Boys and Girls - - N.S.	93 0 0	Mar. 12, 1852	3 2 0½	- - -	- -	83 0 0	7 12 0
Wrockwardine, Boys and Girls - - N.S.	80 0 0	May 23, 1854	3 15 10	72 0 0	- -	130 8 4	15 0 0
Wrockwardine Wood N.S.	- - -	- - -	3 19 7				
SOMERSETSHIRE.							
Aller - - - N.S.	*35 0 0	Sept. 16, 1835					
Ash, Mixed - - N.S.	50 0 0	Mar. 13, 1847					
Backwell - - - N.S.	- - -	- - -	- - -	- - -	- -	32 10 0	10 19 0
Bagborough, West N.S.	*40 0 0	April 25, 1838					
Bath - - - P.U.	- - -	- - -	- - -	175 3 4			
Bath, Boys, Girls, and Infants - - R.C.	- - -	- - -	2 15 10	55 10 0	- -	133 16 8	
Bath Abbey and St. James', Infants - N.S.	7 12 6	Dec. 3, 1850	4 3 8	59 0 0	20 0 0	327 6 8	
" " - "	12 6 8	Feb. 14, 1853					
Bath, Beacon Hill - N.S.	- - -	- - -	- - -	- - -	- -	185 0 0	
Bath, St. Saviour's, Boys and Girls N.S.	150 0 0	Apr. 2, 1846	8 7 1½	67 10 0	- -	258 15 10	
" " - "	9 6 0	Dec. 18, 1851					
Bath, Walcot, St. Swithin's (Guinea Lane), Boys, Girls, and Infants - N.S.	450 0 0	Nov. 16, 1842	14 6 1½	38 10 0	- -	998 15 0	
" " - "	13 15 6	July 16, 1849					
" " - "	16 9 4	July 3, 1850					
" " - "	15 15 0	Oct. 2, 1851					
" " - "	16 10 0	Mar. 11, 1854					
" " - "	33 6 8	Feb. 1, 1855					
Bath, Walcot, Trinity, Boys and Girls - N.S.	*115 0 0	May 30, 1838	3 12 0	19 10 0	- -	78 0 0	
Bath, Weymouth House, Central, Boys and Girls - N.S.	25 10 1	Dec. 5, 1850	16 18 4½	142 5 0	- -	765 0 0	
" " - "	38 6 8	Mar. 20, 1851					
" " - "	23 15 2	June 18, 1852					
" " - "	140 0 0	Feb. 22, 1854					
Bath and Bath Forum - - B.S.	460 0 0	July 1, 1854					
Bath and Wells, Diocesan Board of Education - -	- - -	- - -	23 16 6½				
Bedminster, Boys, Girls, and Infants B.S.	238 0 0	Feb. 27, 1847	11 0 8	55 3 4	- -	655 10 0	
" " - "	335 0 0	Nov. 27, 1855					
Bedminster, Deanery Schools - -	3 15 0	Feb. 8, 1847					
Bedminster and St. Paul's District Boys, and Girls - N.S.	*252 0 0	Mar 3, 1838	21 19 6½	96 0 0	- -	1,321 10 10	
" " - "	65 0 0	Feb. 24, 1849					
" " - "	4 1 0	April 14, 1848					
" " - "	28 6 8	Sept. 23, 1852					
" " - "	12 2 8	Feb. 15, 1855					
Barrow - - - N.S.	70 0 0	June 18, 1845	0 19 11½				
Bishport, or Bishopworth - - - N.S.	100 0 0	June 17, 1842	3 4 4½				
" " - "	9 16 8	June 10, 1852					
Blagdon - - N.S.	146 1 0	Aug. 30, 1854	1 1 0½	6 13 4	- -	- - -	5 13 0
Bourton (Flax) - N.S.	- - -	- - -	16 0 0½				
Bradford - - - N.S.	56 0 0	Jan. 28, 1845					
Brent, East - - N.S.	70 0 0	Dec. 1, 1841					
" - - -	8 5 6	July 24, 1846					
Bridgewater, Girls - N.S.	27 10 0	June 14, 1853	3 6 8	11 0 0	- -	97 10 0	
Bridgewater, Boys and Girls - - Wes.	- - -	- - -	2 13 4½				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bridgewater (Dr. Morgan's) - - N.S.	- - -	- -	4 11 8½	38 0 0	- -	256 0 0	
Bridgewater (Provident Place) Infts. - S.	- - -	- -	- -	32 3 4	- -	62 15 0	
Bridgewater, Walcot, Trinity, Infants - N.S.	111 0 0	May 18, 1846					
Brompton Ralph - N.S.	- - -	- -	0 18 8	- -	- -	- - -	0 12 0
Brushford - - N.S.	*22 0 0	Nov. 25, 1840					
Bruton, Boys and Girls - - - N.S.	171 15 0	Feb. 3, 1853	- -	- -	- -	13 6 8	
Buckland Dinham, Mixed - - N.S.	102 0 0	May 22, 1849	- -	- -	- -	- - -	2 18 0
Butleigh - - - N.S.	151 0 0	June 24, 1846	2 7 8½	7 3 4	- -	29 0 0	5 8 0
„ „ - „	40 0 0	Jan. 21, 1854					
Cannington - - N.S.	*140 0 0	April 14, 1836	3 16 6½	60 7 6	- -	213 15 0	
Castle Cary, Boys and Girls - - N.S.	110 0 0	Jan. 24, 1845	1 17 7½	- -	- -	- - -	7 19 0
„ - - - „	20 0 0	Nov. 18, 1847					
Catcott, Mixed - N.S.	37 10 0	Mar. 3, 1843					
Cheddar - - - N.S.	- - -	- - -	2 8 4½				
Cheddon Fitzpaine, Mixed - - N.S.	80 0 0	Mar. 23, 1847	1 3 4½				
Chilton upon Polden N.S.	*30 0 0	April 18, 1840					
Cleeve, Old, Boys and Girls - - N.S.	35 0 0	Aug. 28, 1854	3 2 3½	- -	- -	15 0 0	6 2 0
Clevedon - - - N.S.	*25 0 0	Dec. 23, 1835	3 15 0	27 10 0	- -	142 1 8	
Clutton - - - N.S.	*44 0 0	May 1, 1839					
Coker, East, Juvenile and Infants - B.S.	- - -	- - -	3 19 11½	28 13 4	20 0 0	145 10 0	5 18 0
Coleford, Boys & Girls N.S.	*60 0 0	May 6, 1835	2 14 11½				
„ „ - „	102 0 0	May 4, 1849					
„ „ - „	6 13 4	Nov. 23, 1853					
Combe Down, Boys N.S.	30 0 0	Nov. 30, 1847	1 17 5½	17 18 4	- -	108 15 0	5 8 0
„ - - „	5 10 0	Jan. 23, 1852					
Combe Florey - - N.S.	30 0 0	July 8, 1846					
Combe, St. Nicholas' N.S.	- - -	- - -	- -	17 5 0	- -	- - -	11 11 0
Compton Bishop - Mixed - - N.S.	50 0 0	Apr. 27, 1844					
Compton Martin - N.S.	55 0 0	Nov. 22, 1843					
Congresbury - - N.S.	- - -	- - -	2 14 0				
Corston, Mixed - N.S.	60 0 0	Oct. 26, 1844					
„ - - „	14 0 0	Sept. 1, 1845					
Coxley - - - N.S.	60 0 0	Sept. 20, 1843					
Crewkerne - - N.S.	250 0 0	Nov. 8, 1848	- -	85 5 0	- -	85 16 8	21 8 0
Curry, North - - N.S.	238 0 0	June 3, 1848	2 0 11½	41 5 0	- -	153 6 8	9 19 0
Cutcombe, Endowed N.S.	- - -	- - -	2 19 6				
Downside, Ch. Ch. Mixed - - N.S.	40 0 0	Dec. 1841	- -	- -	- -	- - -	4 4 0
„ - -	20 0 0	Dec. 16, 1843					
„ „ -	3 16 0	Oct. 21, 1845					
„ „ -	25 0 0	Apr. 24, 1846					
Dunkerton - - N.S.	80 0 0	Feb. 28, 1848					
Dunster - - - Wes.	50 0 0	Aug. 2, 1849	4 3 8	80 5 0	- -	200 0 0	7 15 0
„ - - - „	95 0 0	Nov. 28, 1853					
Eastover, St. John's, Boys and Girls - - N.S.	117 0 0	Apr. 12, 1847					
„ - - - „	58 10 0	Dec. 17, 1850					
Elworthy - - - N.S.	*50 0 0	Nov. 14, 1838					
Evercreech - - N.S.	75 0 0	Jan. 3, 1843	5 8 6	104 0 0	- -	146 10 0	20 3 0
„ - - - „	1 4 3	July 20, 1847					
„ - - - „	443 9 0	Mar. 31, 1855					
Failand - - - N.S.	*40 0 0	Jan. 30, 1839	- -	- -	- -	74 7 6	4 15 0
„ - - - „	20 0 0	Feb. 1, 1848					
„ - - - „	3 15 6	June 22, 1848					
Freshford, Church - School - - -	100 0 0	Dec. 11, 1848	2 18 2	10 16 8	- -	52 10 0	4 18 0
„ - - - „	4 15 0	Dec. 19, 1853					
Frome, Ch. Ch., Boys and Girls - - N.S	181 0 0	Oct. 24, 1843	1 3 0½				

Name and Denomination of School.	Grants for Building, Enlargement, Improvement, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Frome, Trinity - N.S.	125 0 0	Jan. 8. 1841					
„ - - „	25 0 0	June 25, 1846					
Frome Selwood - N.S.	28 6 6	Aug. 23, 1853	1 17 10½	44 3 4	- -	97 10 0	
Hambridge - - N.S.	100 0 0	Feb. 2, 1847					
Hinton, St. George's N.S.	287 0 0	Dec. 9, 1850	1 10 3½				
Hull, Bishop's - - N.S.	129 0 0	Sept. 6, 1848	2 2 2	- -	- -	43 15 0	8 10 0
Ilchester - - - N.S.	*79 0 0	Nov. 18, 1837	3 4 7½				
Ilminster - - N.S.	500 0 0	Aug. 22, 1855					
Keinton Mandeville - - N.S.	42 0 0	Apr. 24, 1846					
Ken - - - N.S.	37 10 0	Mar. 11, 1842	- - -	- -	- -	- - -	3 5 0
Kingsdon - - N.S.	*52 0 0	Feb. 14, 1838	3 9 1½				
Limington - - N.S.	*35 0 0	Nov. 15, 1834					
Littleton, High - N.S.	140 0 0	May 15, 1844					
„ „ - „	4 11 4	Mar. 31, 1852					
Lovington, Ch. Sch.-	- - -		1 17 0	- -	- -	31 5 0	
Lyncombe, St. Mark's N.S.	260 0 0	Apr. 2, 1845	11 6 5½	27 10 0	- -	600 10 0	
„ - - „	25 0 0	July 8, 1853					
Lyncombe and Widcombe - - N.S.	31 5 4	July 20, 1853	7 3 1	18 0 0	- -	571 10 0	
Mark - - - N.S.	100 0 0	Oct. 3, 1845					
Martock - - - N.S.	152 10 0	Jan. 17, 1848	3 10 10	80 0 0	- -	146 6 8	
„ - - „	5 18 0	June 26, 1851					
Merriott - - N.S.	*66 0 0	Feb. 21, 1835					
Middlezoy - - N.S.	100 0 0	Aug. 13, 1844	1 12 0½				
„ - - „	2 18 6	Nov. 7, 1848					
„ - - „	33 0 0	Mar. 13, 1849					
Milborne Port - B.S.	- - -		- - -	- -	- -	- - -	8 19 3
Milverton - - N.S.	- - -		12 1 4½	114 0 0	- -	535 14 2	
Monksilver - - N.S.	66 0 0	Apr. 1, 1847					
Montacute - - N.S.	126 0 0	May 23, 1818	4 10½	- -	- -	134 10 0	16 3 0
„ - - „	9 6 4	Nov. 4, 1852					
Monteclefe - - N.S.	- - -		0 5½				
Mudford - - - N.S.	81 0 0	Oct. 26, 1848					
Nailsea - - - Par.	- - -		1 19 5	- -	- -	170 4 2	6 9 0
Nailsea, Ch. Ch. - N.S.	150 0 0	Dec. 21, 1844	1 0 2½	- -	- -	15 0 0	6 16 0
„ - - „	4 14 0	Oct. 21, 1845					
Nether Stowey, Ch of E.	- - -		- - -	- -	- -	15 0 0	
Nettlecombe Yard- N.S.	- - -		- - -	13 15 0	- -	42 1 8	7 18 0
Norton, Midsomer - N.S.	101 10 0	Apr. 12, 1841	3 16 7	- -	- -	125 2 6	
„ „ - „	70 0 0	Mar. 11, 1846					
„ „ - „	15 2 10	June 15, 1849					
„ „ - „	14 5 5	Aug. 5, 1852					
Norton, St. Philip's, Infants - - N.S.	40 0 0	Jan. 5, 1841					
Paulton - - - N.S.	50 0 0	June 3, 1845	1 13 5½	117 0 10	25 0 0	271 15 0	32 11 0
„ - - „	67 0 0	June 8, 1846					
„ - - „	1 11 6	Apr. 15, 1847					
„ - - „	5 10 0	Sept. 14, 1847					
„ - - „	5 6 8	Oct. 4, 1853					
Pennard, East - N.S.	35 0 0	Mar. 1 1843					
Pennard, West - N.S.	81 0 0	Jan. 19, 1852	1 4 8	17 16 8	- -	34 1 8	11 11 0
„ - - - „	6 17 0	Mar. 11, 1854					
„ - - - „	178 0 0	Dec. 27, 1854					
Penselwood - - N.S.	69 0 0	Oct. 4, 1847					
Petherton, North - N.S.	*150 0 0	Jan. 19, 1839	1 14 1½	44 5 0	- -	103 15 0	13 11 0
„ - - „	28 13 0	July 19, 1854					
Pill (Benevolent)	5 0 0	Sept. 19, 1851	10 8 7	13 15 0	- -	327 18 4	22 5 0
„ - -	659 0 0	Feb. 3, 1855					
Pilton - - N.S.	40 0 0	Jan. 7, 1847					
Pitminster - - N.S.	75 0 0	Dec. 5, 1843	2 15 6½	16 5 0	- -	175 0 0	7 14 0
„ - - „	45 0 0	Mar. 14, 1845					
Portishead, Mixed N.S.	2 15 0	Oct. 21, 1845	1 18 10½	24 0 0	- -	359 10 0	
„ - - „	83 0 0	Feb. 4, 1847					
„ - - „	50 0 0	May 21, 1847					
„ - - „	16 16 0	Feb. 15, 1855					
Radstock - - N.S.	- - -		2 18 0	51 0 0	- -	242 10 0	4 19 0
Rimpton - - N.S.	32 0 0	Dec. 13, 1845	1 3 4½				
Rockwell Green - N.S.	- - -		3 17 5	- -	- -	141 3 4	14 16 0

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	Amount.	Date of Payment.					
SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Seavington, St. Michael's - - N.S.	45 0 0	Aug. 28, 1844					
Shepton Beauchamp - - N.S.	*60 0 0	Mar. 31, 1838					
Shipham - - N.S.	*40 0 0	Apr. 11, 1840					
Stoke Trister - - N.S.	22 0 0	Apr. 5, 1842					
Street and Walton B.S.	*100 0 0	June 21, 1837	- - -	20 11 8	- -	29 0 0	8 6 0
„ „ „	4 3 8	Sept. 14, 1847					
Sutton, Bishop's - N.S.	70 0 0	Feb. 7, 1844					
Taunton - - B.S.	*200 0 0	Feb. 1, 1840	4 0 0½	83 4 2	- -	271 13 4	
„ - - „	29 15 8	May 21, 1853					
„ - - „	4 12 8	Sept. 1, 1854					
Taunton Central - N.S.	*185 0 0	July 18, 1838	5 0 5½	31 5 0	- -	359 11 8	
„ - „	2 7 6	June 22, 1848					
„ - „	20 0 0	Jan. 14, 1851					
„ - „	35 0 0	Aug. 3, 1852					
Taunton, Original Infant - - -	27 0 0	June 5, 1855	- - -	7 10 0	- -	24 15 0	
Taunton, St. George's - - R.C.	- - -	- - -	1 9 11½				
Taunton, Trinity - N.S.	- - -	- - -	6 0 3½	99 0 0	- -	521 18 4	
Temple Combe - N.S.	60 0 0	Sept. 23, 1845					
Thorn Falcon - N.S.	- - -	- - -	1 0 0	-	- -	- -	5 5 0
Tickenham - - N.S.	98 0 0	Apr. 2, 1852					
Timberscombe, Endowed - - N.S.	- - -	- - -	2 1 4½				
Tiverton - Ch. Sch.	636 6 0	Jan. 30, 1855	5 0 0	16 10 0	- -	53 2 6	
Treborough - - N.S.	- - -	- - -	1 6 8				
Wellington - - N.S.	- - -	- - -	2 4 9	35 15 0	- -	148 6 8	14 18 0
Wellington (Fox's), B.S.	- - -	- - -	3 16 4½	10 10 0			
Wellow - - N.S.	128 0 0	Aug. 17, 1852	1 12 7½	- -	- -	- - -	9 8 6
Weston, Girls and Infants - - N.S.	266 0 0	Dec. 27, 1847	6 5 9	37 10 0	- -	237 0 0	44 1 6
Weston-super-Mare B.S.	123 13 4	Sept. 12, 1855					
Weston-super-Mare N.S.	270 0 0	Oct. 25, 1845	6 7 5½	- -	- -	519 2 6	
„ „ - „	50 0 0	Oct. 15, 1852					
Weston Zoyland - N.S.	60 0 0	Mar. 30, 1842	1 10 0				
„ „ - „	6 4 0	Apr. 1, 1847					
Wincanton - - N.S.	*130 0 0	Oct. 6, 1838	- - -	- -	- -	15 0 0	6 15 0
Winford - - N.S.	96 0 0	Sept. 27, 1847					
Winscombe, Mixed, B.S.	*50 0 0	Dec. 26, 1835					
Wiveliscombe - N.S.	176 0 0	June 17, 1842					
Wookey - - N.S.	100 0 0	Feb. 21, 1845	3 14 3				
„ - „	69 0 0	Oct. 17, 1855					
Wraxall - - N.S.	4 8 0	Sept. 26, 1848	2 4 0	39 11 8	- -	197 10 10	
Wrington - - N.S.	*35 0 0	Oct. 20, 1842					
Writhlington - N.S.	30 0 0	Feb. 22, 1847					
Yatton - - - N.S.	*72 0 0	June 24, 1835					
„ - - - „	105 0 0	Apr. 9, 1844					
„ - - - „	4 15 0	Dec. 28, 1853					
Yeovil - - - N.S.	250 0 0	Sept. 11, 1846	7 6 3	18 15 0	- -	301 10 0	
„ - - - „	18 8 8	Oct. 22, 1852					
STAFFORDSHIRE.							
Adbaston - - N.S.	45 0 0	Nov. 13, 1844					
„ - - - „	16 0 0	Nov. 7, 1848					
Alton - - N.S.	108 0 0	Dec. 31, 1845	- - -	- -	- -	- - -	2 10 0
Alton, St. John's, Boys, Girls, and Infants - - R.C.	- - -	- - -	2 10 0½	91 7 6	- -	70 8 4	
Alrewas - - - N.S.	- - -	- - -	3 7 4½	38 15 0	- -	57 18 4	17 16 0
Amblecote - - N.S.	206 0 0	Apr. 1, 1847 -	2 14 3½	16 13 4	- -	- - -	5 0 0
Areley, Upper - N.S.	- - -	- - -	1 0 0½	26 0 0	- -	- - -	3 15 0
Aston, St. Saviour's N.S.	80 0 0	Nov 9, 1848	- - -	21 1 8			
Aston-in-Stone, St. Michael's - R.C.	- - -	- - -	1 5 4½				
Audley - - Wes.	- - -	- - -	3 6 2½	19 5 0	- -	300 2 6	15 4 0
Audley, Boys - N.S.	313 10 0	Sept. 5, 1855	- - -	- -	- -	- - -	6 5 0

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STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Audley Village, Girls - - - N.S.	*†130 0 0	Feb. 11, 1834	3 11 6½				
" " - - "	6 10 0	Oct. 10, 1845					
" " - - "	40 0 0	Feb. 11, 1848					
" " - - "	40 0 0	Aug. 6, 1850					
Bellby, Boys, Girls, and Infants - N.S.	256 0 0	Oct. 17, 1855	2 5 10	- -	- -	198 6 8	7 13 0
Biddulph Moor - N.S.	155 6 8	Mar. 12, 1853	1 11 11				
Bilston - - - B.S.	*150 0 0	June 1, 1839					
Bilston - - - Wes.	- - -	- - -	3 6 8½	33 0 0	- -	39 7 6	
Bilston, St. Joseph's R.C.	- - -	- - -	4 13 11½	38 10 0	- -	230 10 0	
Bilston, St. Leonard's - - - N.S.	265 0 0	Mar. 23, 1849	4 14 11½	32 10 0	- -	86 7 6	
Bilston, St. Luke's N.S.	175 10 0	Jan. 10, 1852					
Bilston, St. Mary's N.S.	350 0 0	Dec. 23, 1840	3 7 4½	85 10 0	- -	294 16 8	
" " - "	108 0 0	Jan. 5, 1843					
" " - "	120 0 0	Oct. 11, 1845					
" " - "	21 0 0	June 26, 1848					
" " - "	40 0 0	Oct. 16, 1851					
Blakenall Heath, Infants - - N.S.	75 0 0	July 5, 1843					
" " - "	40 0 0	June 16, 1846					
Bloxwich, Boys, Girls, and Infants, N.S.	81 0 0	Dec. 11, 1845	1 8 4½				
" - - "	22 0 0	Dec. 3, 1849					
" - - "	16 13 4	July 26, 1853					
Blymhill - - Parl.	- - -	- - -	1 16 8				
Brewood, St. Mary's R.C.	- - -	- - -	- -	- -	- -	123 2 6	7 2 0
Brereton - - N.S.	75 0 0	Jan. 12, 1846	1 10 0½	16 10 0	- -	35 0 0	3 6 0
" - - - "	20 0 0	Nov. 26, 1850					
" - - - "	30 0 0	Dec. 28, 1855					
Brierley Hill - N.S.	*270 0 0	Feb. 25, 1835	- -	25 0 0	- -	186 3 4	9 6 0
" - - "	150 0 0	Nov. 3, 1843					
" - - "	15 0 0	Sept. 5, 1845					
Brierley Hill - Wes.	- - -	- - -	3 11 7	40 10 0	- -	11 0 10	14 10 0
Brookmoor - - N.S.	300 0 0	May 4, 1846					
Bromley, Abbot's - N.S.	90 0 0	Jan. 15, 1844					
Bromley, King's - N.S.	30 0 0	July 8, 1853					
Bromwich, West - R.C.	- - -	- - -	1 17 1				
Bromwich, West - Wes.	- - -	- - -	4 9 11½	100 7 6	- -	312 1 8	
Bromwich, West, All Saints' - - N.S.	- - -	- - -	4 16 3½	29 3 4	- -	33 6 8	13 9 0
Bromwich, West, Hill Top - - Wes.	- - -	- - -	15 7 10½	11 5 0	- -	272 11 8	8 5 0
Bromwich, West, Holy Trinity - - N.S.	155 0 0	Jan. 20, 1843	5 5 6½	118 8 4	- -	425 16 8	46 7 0
" " - - "	22 0 0	Nov. 9, 1846					
" " - - "	120 10 0	May 29, 1855					
Bromwich, West, Independent School, Carter's Green - - -	100 0 0	May 23, 1840					
Bromwich, West, St. James', Hill Top N.S.	400 0 0	Aug. 18, 1845	3 3 10½	133 0 0	- -	518 1 8	25 1 0
Bromwich, West Summit - - B.S.	- - -	- - -	- -	33 18 4	- -	249 3 4	
Brown Edge - - N.S.	131 11 0	Nov. 4, 1846	2 6 6½	- -	- -	- - -	2 12 0
Brown Edge, St. Mary's - - R.C.	- - -	- - -	1 7 9				
Burslem - - - Wes.	441 0 0	Nov. 25, 1851	9 12 5½	27 15 0	- -	333 7 6	
Burslem, Dale Hall N.S.	*150 0 0	Mar. 16, 1836					
" - - "	100 0 0	Dec. 5, 1843					
Burslem, St. John's N.S.	27 16 8	Aug. 12, 1853	8 5 9½	101 3 4	- -	251 10 0	
Burslem, St. Paul's (Sytch) - - N.S.	1 10 0	May 18, 1841					
" " - "	23 0 0	Mar 19, 1847					
Burton on Trent - B.S.	237 10 0	Mar 15, 1845	5 0 7½	- -	- -	328 11 8	
" " - "	10 9 6	Feb. 8, 1847					
" " - "	26 13 4	Dec. 18, 1854					

† 120*l.* is one third of the grant given towards erecting this school, in conjunction with two others, in the same parish, viz. Talk-o'-the-Hill, and Alsagers' Bank (now called Chesterton).

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	Amount.	Date of Payment.					
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Burton on Trent, Ch. Ch. - - N.S.	310 0 0	July 27, 1844	5 18 0½	135 0 0	39 11 8	598 6 8	
" - - "	118 0 0	Oct. 2, 1855					
Burton on Trent, Trinity, (Anderstaff Lane) Infts. N.S.	100 0 0	Aug. 12, 1846					
Bushbury - - N.S.	- - -	- - -	3 6 5½	38 10 0	- -	108 12 6	9 0 0
Butt Lane - - N.S.	159 0 0	Sept. 28, 1847					
Cannock, Endowed N.S.	- - -	- - -	2 5 4½	51 15 10	- -	42 10 0	1 4 0
Cauldon, Low - N.S.	100 0 0	Sept. 1, 1848	1 17 11½	- -	- -	6 5 0	2 9 0
Caverswall - - N.S.	- - -	- - -	- - -	- -	- -	- - -	5 15 0
Cheadle - - N.S.	150 0 0	Jan. 25, 1840	5 12 2	59 16 8	- -	451 18 4	25 6 0
" - - "	412 8 0	Oct. 27, 1845					
" - - "	53 6 8	Oct. 6, 1855					
Cheadle, St. Chad's N.S.	160 0 0	Nov. 30, 1847					
Cheadle, St. Giles' - R.C.	- - -	- - -	2 14 10½	113 11 8	30 0 0	297 5 0	
Cheadle, St. Wilfred's R.C.	- - -	- - -	1 0 0	10 16 8			
Cheddleton - - N.S.	221 4 6	April 28, 1855	5 0 0½				
Cheslyn Hay - B.S.	*100 0 0	June 24, 1840					
Chesterton (late Alsager's Bank), Boys and Girls - N.S.	*†130 0 0	Feb. 11, 1834	- -	41 5 0	- -	79 0 0	23 6 0
" " - "	20 0 0	Oct. 10, 1845					
Chorlton - - N.S.	68 0 0	Jan. 6, 1849					
Clent - - - N.S.	- - -	- - -	1 17 2				
Cobridge, St. Peter's N.S.	- - -	- - -	3 10 10½	67 16 8	- -	65 0 0	25 12 0
Cosely, Ch. Ch. - N.S.	193 0 0	May 5, 1845	11 5 5½	- -	- -	392 17 6	7 16 0
" " - "	9 11 6	Feb. 1, 1848					
Cosely (Darkhouse Lane) Mixed - B.S.	*150 0 0	Oct. 21, 1837					
Cosely (Prince's End) - - N.S.	318 0 0	Mar. 1, 1845	3 7 7				
Cosely, West - N.S.	252 0 0	Mar. 1, 1845					
Cranberry Alley - N.S.	*25 0 0	Feb. 20, 1840					
Creswell, St. Mary's R.C.	- - -	- - -	2 0 1½	46 13 4	- -	65 8 4	26 1 0
Croxton - - - N.S.	163 0 0	May 9, 1855					
Darlaston - - B.S.	*300 0 0	Dec. 23, 1837					
Darlaston - - N.S.	364 0 0	Nov. 29, 1844	- -	46 0 0	- -	32 10 0	23 17 0
Darlaston, St. George's - - N.S.	4 10 0	Nov. 23, 1853	1 1 4½				
Draycot - - - N.S.	70 0 0	Apr. 2, 1846	2 10 10	16 0 0	- -	25 16 8	
Draycot-le-Moors - N.S.	- - -	- - -	2 0 10	- -	- -	5 0 0	
Eilastone - - N.S.	- - -	- - -	3 11 0	51 1 8	- -	127 10 0	15 14 0
Essington - - N.S.	110 0 0	June 12, 1847	4 9 10	- -	- -	108 3 4	10 18 0
" - - "	5 3 6	Nov. 23, 1853					
Etruria - - - B.S.	- - -	- - -	3 3 11½	35 0 0	- -	- - -	3 0 0
Etruria - - - N.S.	245 0 0	June 13, 1846	2 10 0½	- -	- -	- - -	4 12 0
Ettingshall - - N.S.	- - -	- - -	4 17 4½				
Ettingshall - - Wes.	- - -	- - -	3 9 8	45 7 6	- -	138 10 0	14 16 0
Fenton - - N.S.	- - -	- - -	- -	11 0 0			
Forebridge - - N.S.	100 0 0	Mar. 28, 1845					
Freehay, St. Chad's N.S.	- - -	- - -	4 12 0½	97 5 10	38 6 8	232 10 0	16 11 0
Glascote - - N.S.	291 12 0	Mar. 15, 1855					
Goldenhill - - N.S.	150 0 0	Nov. 26, 1840	4 15 10½	57 5 0	- -	211 0 0	7 8 0
" - - - "	4 13 4	April 27, 1853					
" - - - "	50 0 0	Sept. 22, 1855					
Gornal - - - B.S.	*150 0 0	Dec. 30, 1835					
Gornal, Lower - N.S.	300 0 0	Jan. 8, 1846					
Gornal, Upper - N.S.	100 0 0	Feb. 16, 1846	1 18 6½				
- - -	36 0 0	May 4, 1846					
Halmer End, Boys N.S.	54 0 0	Feb. 8, 1850					
Hamstall-Ridware - N.S.	- - -	- - -	- -	- -	- -	- - -	6 15 0
Hanbury, Endowed N.S.	150 0 0	Feb. 20, 1849	2 12 0				
Handsworth, St. James' - - N.S.	65 0 0	Feb. 27, 1843	2 10 0	11 0 0			
Hanford - - N.S.	- - -	- - -	1 4 0½	- -	- -	- - -	4 9 0

† 130*l.* is one third of the grant given towards erecting this school, in conjunction with two others, in Audley parish, viz., Talk-o'-the-Hill, and Audley Village Girls' School.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Harborne, Endowed N.S.	*140 0 0	May 9, 1838	- - -	58 10 0	- - -	52 10 0	7 18 0
" - - "	22 12 0	May 8, 1846					
" - - "	48 0 0	Nov. 2, 1848					
" - - "	38 10 0	June 24, 1852					
Hartshill - - N.S.	- - -	- - -	- - -	44 1 8	- - -	15 0 0	8 8 0
Heath, Short - Wes.	- - -	- - -	1 12 8				
Hollington - - N.S.	- - -	- - -	1 0 0				
Horninglow - - N.S.	40 0 0	Aug. 12, 1846					
Horton Lee - - N.S.	100 0 0	May 15, 1848					
Ipstones, Agricultural, Church of Eng. Sch.	302 2 0	July 26, 1854	1 6 8	118 5 0	50 0 0	5 0 0	11 15 0
Kidsgrove - - N.S.	- - -	- - -	9 3 3½	132 7 8	16 13 4	293 3 4	29 1 0
Kingswinford, St. Mary's - - N.S.	300 0 0	Dec. 21, 1846	- - -	121 18 4	- - -	135 0 0	14 12 0
" " - - "	40 0 0	Nov. 27, 1855					
Kingswinford (Oak Farm Iron Works) N.S.	300 0 0	Jan. 29, 1845					
Kinver - - - N.S.	*55 0 0	Jan. 9, 1836	3 0 7½				
" - - "	204 15 0	Nov. 6, 1851					
Knightley - - N.S.	124 0 0	Jan. 6, 1846					
" - - - "	5 6 8	Apr. 29, 1847					
Lapley and Wheaton Aston - - - N.S.	324 0 0	Aug. 22, 1854	1 8 8½	36 5 0	- - -	- - -	7 10 0
Lessowe (Shaw's), Mixed - - N.S.	- - -	- - -	2 16 8				
Leek - - - N.S.	*350 0 0	May 21, 1835	- - -	9 0 0			
" - - - "	85 0 0	Feb. 4, 1847					
Leek - - - Wes.	- - -	- - -	3 0 0½	11 5 0			
Leek, St. Luke's - N.S.	178 0 0	Sept. 16, 1847	1 11 4½	26 5 0			
" " - - "	65 0 0	Dec. 4, 1855					
Lichfield, St. Mary's N.S.	114 0 0	Mar. 18, 1842	1 7 8½	121 0 0	- - -	248 14 4	
" " - - "	99 15 0	Dec. 19, 1849					
Longdon - - N.S.	116 14 0	April 7, 1854					
Longton - - - N.S.	*125 0 0	June 20, 1838					
Longton - - R.C.	- - -	- - -	2 0 0				
Madeley, Endowed N.S.	- - -	- - -	3 0 0	115 0 0	- - -	175 0 0	
Mayfield - - N.S.	90 0 0	Aug. 15, 1849	2 6 11	43 8 4	- - -	168 10 10	20 9 0
" - - - "	265 4 0	July 1, 1854					
Milford in Baswick N.S.	*50 0 0	Feb. 13, 1839					
Milwich - - N.S.	- - -	- - -	- - -	36 5 0	29 3 4	- - -	8 7 0
Moddershall - N.S.	60 0 0	Dec. 24, 1844					
" - - - "	45 0 0	June 25, 1850					
Moreton - - - N.S.	84 0 0	May 27, 1847					
Mowcop - - N.S.	135 0 0	May 10, 1843					
" - - - "	20 0 0	Feb. 17, 1847					
Moxley - - - N.S.	*200 0 0	May 2, 1838	1 10 5				
" - - - - "	15 0 0	Oct. 11, 1844					
" - - - - "	13 14 6	Feb. 17, 1846					
" - - - - "	30 0 0	Nov. 20, 1846					
Newcastle - - B.S.	*350 0 0	Apr. 29, 1835					
Newcastle-under-Lyne N.S.	*75 0 0	May 6, 1835	3 17 8½	53 15 0	- - -	277 11 8	
Newcastle-under-Lyne, St. George's N.S.	- - -	- - -	4 3 10½	- - -	- - -	148 10 0	
Newchapel - - N.S.	152 0 0	Nov. 17, 1848					
Norbury - - N.S.	47 0 0	Jan. 6, 1846	- - -	- - -	- - -	- - -	1 2 0
" - - - "	5 6 8	Apr. 29, 1847					
Norton Canes - N.S.	- - -	- - -	- - -	17 6 8	- - -	- - -	8 18 0
Norton in the Moors N.S.	- - -	- - -	6 1 2½	26 11 8	- - -	262 3 4	9 5 0
Ocker Hill - - N.S.	- - -	- - -	3 0 5½				
Pelsall - - - B.S.	*100 0 0	Dec. 30, 1837					
Pelsall - - - N.S.	152 0 0	Dec. 13, 1848	1 1 1				
Penkhull - - N.S.	350 0 0	Nov. 18, 1845	2 11 0	- - -	- - -	10 0 0	
Penkridge - - N.S.	- - -	- - -	9 6 11½	32 10 0	6 5 0	123 13 4	13 4 0
Pensnett - - N.S.	70 1 6	Jan. 14, 1846					
Quarry Bank - N.S.	300 0 0	Jan. 2, 1845					
" " - - "	2 0 0	June 22, 1848					
Ranton - - - N.S.	32 0 0	Jan. 6, 1846					
" - - - - "	5 6 8	Apr. 29, 1847					
Rocester - - N.S.	122 0 0	July 26, 1856	4 6 9½	52 7 6		81 0 0	9 10 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rollestone, Ch. of Eng.	- - -	- - -	- - -	19 5 0	- -	15 0 0	5 11 0
Rowley Regis - N.S.	213 0 0	Mar. 9, 1849	2 6 5½	- -	- -	31 15 0	8 13 6
Rugeley (Prince of Wales') - - N.S.	220 0 0	May 3, 1845	3 1 3½	45 0 0	- -	95 16 8	
" " - "	54 15 0	Mar. 7, 1855					
Rugeley, St. Ethelbreda's - - R.C.	- - -	- - -	- - -	- -	- -	80 0 0	2 5 9
Rushall - - N.S.	160 0 0	Apr. 7, 1848	2 7 4				
Sedgley (Catchem's Corner) - - N.S.	*175 0 0	June 20, 1835					
Sedgley (Straits and Can Lane) - N.S.	*130 0 0	Oct. 24, 1835					
Shelton, St. Mark's N.S.	*195 0 0	May 26, 1838	5 8 4½	79 3 4	- -	586 0 0	
" " - "	75 0 0	Jan. 18, 1844					
" " - "	3 13 0	Sept. 26, 1848					
" " - "	30 0 0	April 1, 1853					
Shelton, Granville Sch.	- - -	- - -	- -	60 13 4	- -	45 0 0	
Shenstone - - N.S.	*97 0 0	Sept. 8, 1838					
Smethwick - - N.S.	200 0 0	Dec. 2, 1840	4 3 10½	- -	- -	223 18 4	
Smethwick (Chance's) N.S.	- - -	- - -	11 10 6	90 0 0	- -	467 3 4	38 18 0
Silverdale, Boys and Girls (formerly called Knutton Heath) - - N.S.	252 0 0	Jan. 19, 1848					
Stafford - - B.S.	*150 0 0	Mar. 19, 1836					
Stafford - - N.S.	- - -	- - -	3 7 5	23 6 8	- -	15 0 0	
Stoke-upon-Trent - N.S.	- - -	- - -	10 19 3½	53 5 0	- -	474 2 6	
Stone - - - Par.	- - -	- - -	- - -	- -	- -	- - -	2 8 0
Stone, Ch. Ch., Boys, Girls, and Infants N.S.	147 0 0	Mar. 18, 1842	8 2 5½	44 10 0	- -	397 18 4	25 11 0
" " - - "	70 0 0	Feb. 11, 1845					
" " - - "	2 7 0	July 20, 1847					
" " - - "	15 0 0	July 31, 1855					
Stone, St. Ann's - R.C.	- - -	- - -	2 0 0½	11 0 0			
Stowe, Lichfield, Endowed, Ch. Sch.	40 0 0	May 5, 1855	- -	17 10 0	- -	33 10 0	
Swynnerton Ch. of E.	- - -	- - -	- -	5 16 8			
Talk-o'-the-Hill - N.S.	*†130 0 0	Feb. 11, 1834					
Tamworth (Sir R. Peel's), Endowed School	- - -	- - -	4 18 8½	52 10 0	- -	185 0 0	
Tamworth - - N.S.	90 0 0	Feb. 17, 1847	12 1 11½	77 8 4	- -	675 18 4	
" - - "	15 0 0	May 1, 1847					
" - - "	27 5 0	June 19, 1848					
" - - "	14 5 4	Mar. 28, 1851					
Tean - - B.S.	- - -	- - -	3 15 0	71 5 0	25 0 0	255 16 8	24 3 0
Tipton - - Wes.	- - -	- - -	6 19 11½	28 17 6	- -	107 6 8	12 12 0
Tipton, Great Bridge, Wes.	- - -	- - -	1 10 6½				
Trent Vale, Mixed - N.S.	85 0 0	Mar. 25, 1846	2 4 6½	- -	- -	122 4 2	8 4 0
" - - "	40 0 0	Dec. 15, 1852					
Tunstall, Boys, Girls, and Infants - N.S.	*300 0 0	Oct. 19, 1839	5 10 6½	35 0 0	- -	197 16 8	
" - - "	30 0 0	May 18, 1846					
" - - "	40 0 0	Jan. 20, 1854					
Tunstall - - Wes.	- - -	- - -	8 0 4½	18 0 0	- -	316 0 0	
Uttoxeter - - N.S.	12 0 0	Apr. 14, 1848	- -	50 0 0	- -	234 18 4	15 17 0
" - - "	8 12 0	Nov. 23, 1853					
" - - "	250 0 0	Nov. 21, 1855					
Walsall, Blue Coat N.S.	- - -	- - -	9 13 5	55 15 0	- -	407 10 0	
Walsall, St. Mary's R.C.	- - -	- - -	5 7 9	41 0 0	- -	223 1 3	
Walsall, St. Matthew's - - N.S.	173 0 0	Sept. 8, 1853					
Walsall, St. Peter's N.S.	81 0 0	Dec. 26, 1849	4 17 1½				
" " - "	20 0 0	Sept. 1, 1854					
Walsall, St. Peter's, Birch Hills, Mixed, Ch. of Eng. School	344 0 0	Nov. 3, 1855	3 6 5½	- -	- -	- - -	4 0 0
Walsall Wood - N.S.	60 0 0	May 6, 1846	1 9 11				
" " - "	10 0 0	Nov. 2, 1854					

† 130*l.* is one third of the grant given towards erecting this school, in conjunction with two others, in the Parish of Audley, viz., Audley Village Girls School, and Alsager's Bank (now called Chesterton).

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.				Grants for Books and Maps			Grants to Certificated Teachers.			Grants to Assistant Teachers.			Grants on account of Pupil-teachers.			Capitation Grants.		
	Amount			Date of Payment.															
STAFFORDSHIRE—*cont.*	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Wednesbury - Wes.	-	-	-	- - -	5	16	8½	45	7	6	-	-		134	10	0			
Wednesbury, St. Bartholomew's - N.S.	180	0	0	June 13, 1843	9	10	2	84	0	0	-	-		643	0	0			
" " - "	30	0	0	Dec. 21, 1844															
" " - "	20	0	0	Aug. 18, 1845															
" " - "	13	0	0	Sept. 1, 1845															
Wednesbury, St. James', Boys, Girls, and Infants, N.S.	359	0	0	May 28, 1845	4	4	1	87	1	8	-	-		306	4	2			
" " - "	7	6	0	July 30, 1846															
Wednesbury, St. John's, Boys, Girls, and Infts. N.S.	321	0	0	Apr. 2, 1849	10	3	3½	77	10	0	-	-		254	1	8			
" " - "	10	0	0	Oct. 6, 1851															
" " - "	5	5	0	May 3, 1852															
" " - "	2	15	0	Dec. 28, 1853															
" - -	46	0	0	June 5, 1855															
Wednesfield - B.S.	*75	0	0	Mar. 29, 1837															
Wetley Rocks - N.S.	120	0	0	Aug. 9, 1843	1	0	2												
" - "	8	8	0	Sept. 9, 1846															
Wiggington - N.S.	-	-	-	- - -	1	16	0												
Willenhall - - Wes.	-	-	-	- - -	2	13	4½	-	-		-	-		15	16	8			
Willenhall, Holy Trinity - - N.S.	-	-	-	- - -	3	3	4½	28	5	0	-	-		34	0	0	14	17	0
Willenhall, Little London (No. 1) - B.S.	150	0	0	Jan. 4, 1840															
Willenhall, Little London (No. 2) - B.S.	*125	0	0	Jan. 31, 1838															
Willenhall, St. Giles' N.S.	351	0	0	Feb. 28, 1855	3	4	2	29	15	0	-	-		93	12	6	16	2	0
Winshill, Holy Trinity - - N.S.	60	0	0	Aug. 12, 1846															
Wolstanton, Mixed N.S.	150	0	0	June 5, 1841	4	1	8	-		-	-		-	98	7	6	24	5	0
" " - "	51	15	0	Dec. 4, 1855															
Wolverhampton, Boys, Girls, and Infants - - B.S.	*500	0	0	Oct. 18, 1837															
Wolverhampton, Boys and Girls, Ragged Sch.	462	15	0	Sept. 7, 1852	3	1	4												
Wolverhampton, St. George's, Boys, Girls, and Infants N.S.	554	0	0	Jan. 17, 1845	12	12	3	27	10	0	-	-		34	3	4			
Wolverhampton, St. James', Boys, Girls, and Infants - N.S.	300	0	0	May 31, 1845	5	3	8½												
Wolverhampton, St. John's - - - N.S.	*260	0	0	Dec. 24, 1834	6	18	10½	93	8	4	-	-		309	13	4			
Wolverhampton, St. Mark's, Boys, Girls, and Infants - N.S.	325	0	0	Mar. 12, 1850	6	8	6												
Wolverhampton, St. Mary's - - N.S.	401	0	0	May 13, 1847	3	13	4½												
Wolverhampton, St. Mary's - - R.C.	-	-	-	- - -	-		-	19	0	0									
Wolverhampton, St. Matthew's - - N.S.	200	0	0	Jan. 10, 1852	6	17	0½	8	3	4	-	-		3	6	8			
Wolverhampton, St. Patrick's and St. George's, Boys, Girls, and Infants - R.C.	-	-	-	- - -	15	9	8½	130	18	4	-	-		663	11	8			
Wolverhampton, St. Paul's, Boys, Girls, and Infants - N.S.	150	0	0	Sept. 13, 1842	8	15	1½	192	5	0	-	-		615	5	10			
" " - "	243	10	0	Mar. 15, 1850															
Wolverhampton, Snow Hill Congregational - -	-	-	-	- - -	-		-	30	9	2	-	-		53	0	0			
Wolverhampton, St. Peter's, Collegiate Church - - N.S.	547	0	0	Apr. 19, 1847	1	11	9½	60	11	8	-	-		425	16	8			
" - "	11	12	0	Apr. 14, 1848															

Schools aided by Parliamentary Grants.

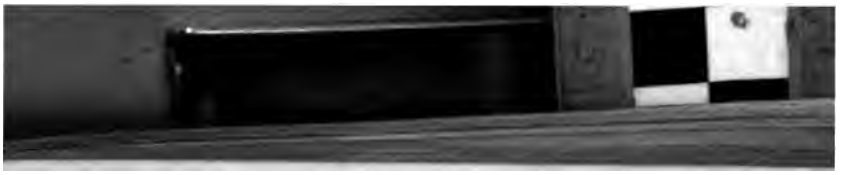
Name and Denomination of School.	Grants for Building, Enlargment, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grant
	Amount.	Date of Payment.					
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Wordsley - - N.S.	52 0 0	July 2, 1844	1 17 2	- -	- -	- - -	35 1
" - - "	19 7 0	Nov. 18, 1847					
" - - "	50 0 0	Dec. 22, 1848					
Yoxall - - - N.S.	- - -	- - -	2 1 5	- -	- -	17 10 0	
SUFFOLK.							
Aldeburgh - - N.S.	- - -	- - -	1 1 7	95 8 4	- -	280 8 4	29
Aldringham - - N.S.	40 0 0	Jan. 19, 1846					
Barrow - - - N.S.	114 0 0	Nov. 10, 1848					
Bawdsley - - N.S.	105 15 0	Jan. 31, 1853					
Beccles - - - B.S.	*150 0 0	Feb. 7, 1838					
Beccles - - - N.S.	*125 0 0	Jan. 26, 1839	- -	24 10 0			
Benhall - - - N.S.	- - -	- - -	2 3 4½	44 0 0	- -	94 3 4	6 1
Bentley - - - N.S.	295 4 0	Mar. 28, 1854	- -	31 15 4			
Bildeston - Ch. Sch.	200 0 0	Dec. 7, 1853	3 6 8½	- -	- -	15 0 0	8 1
Blundeston - - N.S.	66 10 0	May 21, 1851	2 0 1				
Boxford - - - N.S.	46 10 0	Oct. 29, 1849					
" - - - "	64 16 0	Nov. 14, 1855					
Brandon - - N.S.	53 0 0	Aug. 6, 1844					
Brantham - - Par.	122 0 0	Nov. 3, 1855					
Bredfield - - N.S.	80 0 0	Aug. 3, 1854					
Bromeswell - - N.S.	50 0 0	Aug. 1, 1847					
Bucklesham - - N.S.	25 0 0	Feb. 24, 1846	1 0 0				
Bungay - - - B.S.	*150 0 0	Mar. 18, 1835					
Bungay - - - N.S.	*181 7 0	Apr. 18, 1835	3 17 0	45 0 0	- -	171 17 6	
" - - - "	10 0 0	Apr. 6, 1846					
Bures, St. Mary's - N.S.	*58 0 0	July 17, 1839	4 6 6½	47 1 8	- -	134 10 0	47 1
" " - "	40 0 0	May 5, 1843					
" " - "	50 0 0	Apr. 9, 1845					
" " - "	14 5 4	Aug. 5, 1852					
" " - "	5 6 8	Feb. 14, 1853					
" " - "	4 10 0	Feb. 14, 1853					
" " - "	40 0 0	June 28, 1855					
Burgh Castle - N.S.	24 0 0	Apr. 21, 1853	1 2 8				
Bury St. Edmund's, St. James' - - N.S.	500 0 0	Mar. 16, 1855	- -	25 10 0	- -	15 0 0	
Butley - - - N.S.	80 0 0	Jan. 18, 1843	1 12 7				
Carlton Colville - N.S.	60 0 0	May 10, 1844					
" - - "	4 10 0	Nov. 20, 1847					
Chevington - - N.S.	144 0 0	Dec. 19, 1848					
Copdock and Washbrook - - - N.S.	50 0 0	Jan. 13, 1842					
Cransford - - N.S.	97 4 0	July 11, 1855					
Dallinghoe and Charsfield - - N.S.	146 0 0	Feb. 8, 1849	1 3 5	- -	- -	15 0 0	
Debenham - - N.S.	*70 0 0	Apr. 11, 1835					
Erwarton - - N.S.	*27 0 0	Dec. 4, 1839					
Freckenham Ch. of E.	- - -	- - -	9 0 0				
Fressingfield, Boys and Girls - - N.S.	113 0 0	Apr. 13, 1847	2 6 8½	15 0 0			
Fritton - - - N.S.	45 0 0	Dec. 23, 1848					
Gazeley, Mixed - N.S.	34 0 0	Feb. 22, 1844					
Gorleston - - N.S.	228 0 0	Apr. 14, 1841	4 1 4½				
" - - - "	50 0 0	July 4, 1854					
Hadleigh - - B.S.	*200 0 0	June 21, 1837	3 2 5	- -	- -	46 8 4	31 1
" - - - "	31 3 4	Nov. 6, 1855					
Hadleigh - - N.S.	174 0 0	Apr. 5, 1854	4 1 5	82 1 8	- -	103 5 0	
Halesworth - - N.S.	9 0 0	June 3, 1850	7 5 2½	166 8 4	- -	534 14 2	
" - - - "	120 0 0	Feb. 17, 1855					
Harkstead - - N.S.	60 0 0	May 6, 1848					
Hawkedon - - N.S.	80 0 0	Aug. 23, 1848					
Helmingham Ch. Sch.	- - -	- - -	3 1 5½	26 15 4	- -	28 15 0	10
Henley - - - N.S.	*42 0 0	Nov. 17, 1838					
Hepworth - - N.S.	36 6 8	Mar. 29, 1853					
Hessett - - - N.S.	80 0 0	June 20, 1848	1 9 4				
Hintlesham - - N.S.	23 0 0	Feb. 11, 1841					
Hoo and Litheringham - - - N.S.	40 0 0	Apr. 12, 1844	0 17 2½				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
SUFFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Horningsheath - N.S.	- - -	- - - -	- - -	42 0 0			
Ilketshall, St. Margaret's - - N.S.	30 0 0	Aug. 21, 1848					
Ipswich - - - B.S.	406 7 3	Nov. 15, 1855					
Ipswich - - Wes.	- - -	- - - -	12 5 11½	91 10 0	- -	343 1 8	
Ipswich, Holy Trinity - - - N.S.	46 17 4	Nov. 10, 1854	6 11 4½	56 15 0	- -	285 6 8	
Ipswich, St. Clement's and St. Helen's - - N.S.	145 0 0	Sept. 21, 1843	14 16 3½	122 15 0	- -	1,152 16 8	
" " - "	174 0 0	Apr. 29, 1848					
" " - "	54 8 6	Apr. 13, 1852					
" " - "	35 19 0	Dec. 6, 1852					
Ipswich, St. Margaret's - - N.S.	172 0 0	Jan. 24, 1852	3 6 8½	- -	- -	78 0 0	
Ipswich, St. Matthew's (District) N.S.	454 0 0	Mar. 9, 1848	5 1 2	156 15 0	- -	848 11 8	
" " - "	38 0 0	Aug. 11, 1852					
" " - "	36 0 0	Oct. 29, 1853					
Ipswich, St. Peter's N.S.	- - -	- - - -	10 4 10½	49 11 8	40 0 0	1,028 0 0	
Ipswich - - P.U.	- - -	- - - -	- - -	- - -	- -	15 0 0	
Ipswich, Nottidge, Infants - - -	- - -	- - - -	- - -	- - -	- -	63 0 0	
Ixworth - - - N.S.	50 0 0	July 28, 1841					
Kessgrave, District N.S.	- - -	- - - -	7 14 4½	140 0 0	- -	503 18 4	
Kettlebaston - N.S.	*37 0 0	Feb. 18, 1839					
Lavenham - - N.S.	*100 0 0	Nov. 9, 1839					
" " - "	100 0 0	Feb. 1, 1855					
Laxfield - - - N.S.	80 0 0	July 18, 1845					
Leiston - - - N.S.	202 0 0	May 19, 1848	3 6 8	61 5 0	- -	75 0 0	16 18 0
Lowestoft, Girls - N.S.	4 10 0	Feb. 21, 1846	3 2 0	6 10 0	- -	195 0 0	
" - - "	250 0 0	Feb. 1, 1854					
Lowestoft (Annot's) N.S.	6 13 4	Feb. 14, 1850	2 5 10½	53 12 6	- -	220 0 0	
Lowestoft, St. John's, N.S.	- - -	- - - -	6 6 0	10 10 0			
Lowestoft (Wylde's) N.S.	- - -	- - - -	2 1 8	- -	- -	119 3 4	
Melton - - - N.S.	75 0 0	Dec. 18, 1846					
" - - - "	4 11 6	Nov. 18, 1847					
Mildenhall (Sir Henry Bunbury's) School - - -	- - -	- - - -	- - -	76 10 0	- -	241 5 10	
Newton - - - N.S.	*50 0 0	July 1, 1837					
Norton, St. Andrew's N.S.	*50 0 0	Apr. 19, 1837					
Parham, Mixed - N.S.	37 0 0	Mar. 24, 1841					
Poslingford - - N.S.	32 0 0	Aug. 5, 1844					
Preston, St. Mary's N.S.	47 16 0	Mar. 6, 1844					
Redgrave and Botesdale, Mixed - N.S.	120 0 0	Sept. 23, 1845	1 18 8½				
Rendlesham - - N.S.	- - -	- - - -	2 9 7½	20 0 0			
Rickinghall (Inferior) - - - N.S.	237 10 0	July 19, 1854	1 14 6				
Rushmere - - N.S.	80 0 0	Oct. 23, 1846					
Saxmundham - N.S.	- - -	- - - -	2 10 7½				
Shotley - - - N.S.	75 0 0	Jan. 24, 1850					
Southwold - - N.S.	66 0 0	May 21, 1841	4 12 0½	11 5 0			
" - - - "	10 0 0	Nov. 21, 1845					
" - - - "	35 13 0	May 8, 1848					
" - - - "	65 0 0	May 24, 1855					
Stoke by Nayland N.S.	- - -	- - - -	3 13 2½	- -	- -	52 10 0	
Stonham Aspal, Mixed N.S.	71 0 0	June 11, 1847	- -	- -	- -	41 17 6	
Stowmarket - - N.S.	*75 0 0	Nov. 2, 1836	1 15 4				
Stratford St. Mary's, Mixed - - - N.S.	75 0 0	Nov. 9, 1843					
Sudbury - - B.S.	487 0 0	Sept. 15, 1847	13 10 0	22 0 0	- -	995 14 2	
" - - "	40 0 0	Apr. 15, 1851					
Sudbury, All Saints', Boys and Girls - N.S.	333 0 0	Aug. 9, 1848	4 1 4½	14 11 8	- -	369 0 0	
" - - "	24 0 0	Aug. 28, 1851					
" " - "	40 0 0	Apr. 26, 1853					
"							

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
SUFFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Tattingstone - - N.S.	54 0 0	Nov. 8, 1841					
Theberton - - N.S.	*33 0 0	Jan. 12, 1839					
Thrandeston - - N.S.	65 5 0	June 7, 1851	1 11 4½	- -	- -	15 0 0	
Tuddenham - - N.S.	30 0 0	Feb. 24, 1841					
Uggeshall, Mixed - N.S.	70 0 0	May 5, 1844					
Walsham-le-Willows, N.S.	68 0 0	Jan. 18, 1849					
Walton-cum-Felixtow - - - N.S.	51 0 0	Mar. 3, 1852	1 8 9				
Wangford and Henham, Boys and Girls - - - N.S.	70 0 0	July 18, 1844					
" - - - "	5 10 0	Feb. 8, 1847					
Wattisham - - N.S.	*20 0 0	Aug. 1837					
Welnetham, Great N.S.	48 15 0	July 25, 1849					
Welnetham, Little N.S.	27 0 0	Mar. 9, 1845					
Westhall, Boys and Girls - - - N.S.	273 12 0	Oct. 17, 1855					
Westleton - - N.S.	125 0 0	Feb. 16, 1843	1 0 0				
" - - - "	5 10 0	May 22, 1846					
" - - - "	46 0 0	July 29, 1847					
Weybread - - N.S.	75 0 0	Dec. 7, 1843					
Wickambrook - N.S.	*40 8 0	Nov. 18, 1835					
Wickham Market - B.S.	*55 0 0	Jan. 17, 1835					
Wickham Market - N.S.	77 0 0	Nov. 29, 1842					
Wickham Skeith - N.S.	45 0 0	June 5, 1845					
Wisset - - - N.S.	50 0 0	Aug. 7, 1845					
Woodbridge - - B.S.	175 0 0	Apr. 15, 1841					
Woolpit - - - N.S.	*60 0 0	Nov. 7, 1838					
Wratting, Little - N.S.	30 0 0	Feb. 26, 1851					
Wrentham - - B.S.	*65 0 0	Jan. 5, 1838					
Wrentham - - N.S.	*131 0 0	Jan. 17, 1835	0 14 2½				
Yoxford - - N.S.	*100 0 0	Dec. 13, 1837					
SURREY.							
Albury - - - N.S.	*60 0 0	Oct. 4, 1834					
Banksido, Boys - R.C.	- - -	- - -	3 0 0	- -	- -	1 5 0	
Banksido, Great Guildford Street, Girls - - - R.C.	- - -	- - -	3 13 4	- -	- -	15 16 8	
Barnes - - - N.S.	- - -	- - -	2 13 3½	- -	- -	47 10 0	
Battersea, Training -	- - -	- - -	- -	105 0 0			
Battersea, Boys, Parochial, Practising School - -	200 0 0	Dec. 18, 1843	- -	- -	- -	27 11 8	
Battersea, Girls and Infants - - N.S.	351 0 0	Oct. 28, 1851	9 17 10½	18 15 0	- -	423 8 4	
Battersea Fields, St. George's - N.S.	- - -	- - -	2 10 10	8 6 8			
Beddington and Wallington - - N.S.	120 0 0	Mar. 20, 1844	3 1 9½	- -	- -	328 10 0	
" " - - "	40 0 0	July 29, 1844					
Bermondsey, Ch. Ch. N.S.	300 0 0	Oct. 12, 1850	6 6 9	21 5 0	- -	21 5 0	
Bermondsey, Great George St., Boys B.S.	*225 0 0	Jan. 7, 1835	- -	- -	- -	259 10 0	
Bermondsey, St. James' (Spa Road) Boys, Girls, and Infants - - N.S.	400 0 0	Feb. 16, 1842	6 11 2½	93 16 8	- -	297 10 0	
Bermondsey St. Mary's, Grange Walk, Infants - N.S.	156 15 0	Oct. 19, 1854					
Bermondsey, St. Paul's - - - N.S.	300 0 0	Feb. 5, 1850	2 10 0½	11 13 4	- -	32 10 0	
Bermondsey (Star Corner) - - N.S.	- - -	- - -	7 9 10½	97 10 0	20 0 0	324 0 0	

Schools aided by Parliamentary Grants.

of	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
N.S.	70 0 0	Sept. 29, 1847					
N.S.	*228 0 0	Nov. 4, 1837					
N.S.	82 10 0	July 8, 1851	1 13 4½	62 5 0	-	51 13 4	
N.S.	- - -	- - -	- - -	- - -	- - -	10 0 0	
B.S.	500 0 0	Dec. 16, 1852	- - -	86 5 0	30 0 0	2,361 6 8	
in- B.S.	- - -	- - -	- - -	75 0 0			
B.S.	*90 0 0	Feb. 9, 1850					
N.S.	741 15 0	Oct. 18, 1852	2 15 4½				
N.S.	50 0 0	Apr. 17, 1848					
Eng.	- - -	- - -	- - -	6 5 0	- - -	62 10 0	4 9 0
er B.S.	*100 0 0	Jan. 11, 1837					
N.S.	571 0 0	Oct. 6, 1847	7 18 3½	198 11 8	- - -	692 0 0	
„	78 0 0	Oct. 31, 1851					
„	87 0 0	Jan. 2, 1852					
N.S.	200 0 0	Feb. 14, 1842	13 15 3½	139 3 4	- - -	630 7 6	
„	11 10 0	Sept. 14, 1847					
„	60 0 0	Dec. 1, 1852					
B.S.	200 0 0	June 26, 1841	15 2 0½	53 10 0	- - -	906 9 2	
„	60 0 0	Dec. 10, 1845					
„	159 0 0	Oct. 19, 1849					
„	85 0 0	April 11, 1854					
N.S.	- - -	- - -	9 5 9½	117 10 0	50 0 0	428 19 2	
B.S.	*100 0 0	Jan. 11, 1837	4 9 3½	86 12 6	- - -	357 2 6	
N.S.	- - -	- - -	2 10 0	- - -	- - -	100 0 0	
N.S.	140 0 0	Oct. 27, 1846					
P.U.	- - -	- - -	- - -	- - -	- - -	20 0 0	
N.S.	21 0 0	May 14, 1849					
-	*30 0 0	April 8, 1837					
Par.	*180 0 0	Jan. 5, 1850 -	6 0 10	118 6 8	- - -	483 13 4	
R.C.	- - -	- - -	2 18 8	75 0 0	- - -	32 10 0	
N.S.	224 0 0	Mar. 4, 1847	2 13 4½	118 8 4	- - -	430 16 8	
N.S.	60 0 0	Mar. 1, 1845					
H.S.	300 0 0	Nov. 11, 1840	- - -	13 6 8	- - -	6 0 0	
N.S.	*30 0 0	March 2, 1839					
N.S.	32 0 0	Feb. 13, 1841					
N.S.	112 0 0	Jan. 11, 1849	5 8 7½	117 10 0	25 0 0	174 11 8	13 12 0
-	- - -	- - -	- - -	10 0 0	- - -	75 10 0	
B.S.	340 0 0	May 1, 1848	9 5 7	15 0 0	- - -	166 10 0	
„	27 14 0	Nov. 11, 1853					
„	24 0 0	Aug. 25, 1854					
N.S.	- - -	- - -	- - -	83 10 0	- - -	303 17 6	
N.S.	- - -	- - -	4 3 1½	11 0 0	- - -	278 10 10	
N.S.	477 6 0	July 19, 1853					
„	119 5 0	Jan. 4, 1854					



Schools aided by Parliamentary Grants.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Ca t Gr
	Amount.	Date of Payment.					
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£
Ditton, Thames - N.S.	86 0 0	Feb. 10, 1847	3 6 8½	7 10 0	- -	7 5 0	
Dorking - - - B.S.	135 0 0	Apr. 1, 1843	1 19 3				
Effingham - - N.S.	- - -	- - -	3 12 11	53 15 0	- -	280 0 0	11
Elstead, Mixed - N.S.	92 0 0	Feb. 15, 1850	1 0 4				
Englefield Green - N.S.	- - -	- - -	4 1 7	- -	- -	154 6 8	
Epsom, Boys and Girls - - - N.S.	10 13 4	Oct. 29, 1849	6 6 3½	128 1 8	- -	246 5 0	
Ewell - - - N.S.	- - -	- - -	5 7 2½	37 18 4	- -	260 0 0	21
Ewhurst, Mixed - N.S.	125 0 0	June 26, 1847	1 6 7½	- -	- -	24 15 10	
Farnham - - B.S.	*100 0 0	Sept. 12, 1835					
Farnham - - N.S.	- - -	- - -	7 7 6½	113 13 4	- -	350 13 4	
Fetcham - Ch. of Eng.	- - -	- - -	- -	18 6 8			
Godalming - - N.S.	265 0 0	May 27, 1843	2 13 4	22 2 6	- -	421 10 0	
Godalming - - B.S.	- - -	- - -	- -	- -	- -	- - -	1
Godstone, Boys, Girls, and Infants - N.S.	538 0 0	Nov. 24, 1855	5 0 0½				
Guildford, Church Schoolmasters' Association - -	- - -	- - -	1 13 6½				
Guildford, Girls - B.S.	*100 0 0	Sept. 27, 1837	1 0 3	10 0 0	- -	13 6 8	
Guildford, St. Mary's and Trinity - N.S.	47 0 0	Sept. 10, 1852	4 0 2	33 15 0	- -	81 15 0	
Guildford, St. Nicholas' - - N.S.	13 15 0	Mar. 7, 1855	4 17 7	2 10 0	- -	80 12 6	
Ham, Boys, Girls, and Infants - N.S.	*90 0 0	Feb. 16, 1839	3 12 10	- -	- -	100 0 0	
" " - - "	100 0 0	July 6, 1846					
Hatcham, St. James', Boys, Girls, and Infants - - N.S.	500 0 0	July 5, 1852	3 2 10				
Hersham - - N.S.	45 0 0	May 12, 1842					
Holmwood - - N.S.	90 0 0	Sept. 26, 1845					
" - - - "	95 0 0	Dec. 19, 1854					
Horley Row - - N.S.	*115 0 0	June 13, 1835					
Horsell, Boys and Girls - - - N.S.	134 0 0	Feb. 4, 1852	1 0 0	- -	- -	- - -	13
Kennington, East (Bolton Street), Boys, Girls, and Infants - - N.S.	303 0 0	Feb. 10, 1848	- -	28 6 8	- -	29 0 0	
Kennington Oval, Boys and Girls - N.S.	- - -	- - -	14 10 5½	81 3 4	50 0 0	869 15 0	
Kennington (Regency Place) - N.S.	143 3 4	Nov. 10, 1852	4 3 4				
Kew, Queen's School -	- - -	- - -	- -	13 15 0			
Kingston-on-Thames, Public Free School -	- - -	- - -	7 8 0½	- -	- -	454 0 0	
Kingswood, Ch. of Eng.	- - -	- - -	- -	5 0 0			
Lambeth, All Saints', Boys - - Ch. Sch.	200 0 0	Mar. 26, 1854					
Lambeth (Archbishop Tenison's), High Street, Girls - N.S.	- - -	- - -	3 6 7				
Lambeth Chapel, China Terrace - Wes.	- - -	- - -	16 5 9	140 8 4	- -	1,155 5 0	
Lambeth Free Evening School (65, High St.), Boys and Girls - -	42 14 0	Feb. 20, 1850					
Lambeth, George Street - - - B.S.	- - -	- - -	6 11 9	- -	- -	44 10 0	
Lambeth, Holy Trinity, Boys, Girls, and Infants - - N.S.	450 0 0	Mar. 19, 1852					
Lambeth, South (Spring Grove), Girls and Infants N.S.	130 0 0	Jan. 3, 1844	2 1 7½	35 16 8	- -	117 10 0	
Lambeth, South, St. Barnabas', Boys and Girls - - N.S.	300 0 0	Sept. 4, 1850	7 12 0	90 0 0	- -	228 10 0	

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	Amount.	Date of Payment.					
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Lambeth, St. John's (Waterloo Road), Boys and Girls - N.S.	- - -	- - -	6 6 10				
Lambeth, St. Mary's, Par., Boys, Girls, and Infants* - N.S.	*†200 0 0	Sept. 16, 1837	6 13 2½				
Lambeth, St. Mary's District Chapel (Princes Street) N.S.	- - -	- - -	9 7 7½	13 0 0	- -	1 13 4	
Leatherhead, Infts. N.S.	*80 0 0	Sept. 28, 1839	2 12 9½	53 15 0	- -	252 10 0	
„ - - - „	60 0 0	Nov. 9, 1847					
„ - - - „	20 0 0	Dec. 13, 1848					
Leigh - - N.S.	82 0 0	Jan. 12, 1850					
Lingfield - - N.S.	- - -	- - -	- -	22 10 0	- -	23 19 2	5 8 0
Merton Road - N.S.	*53 0 0	Feb. 13, 1839					
Mickleham - - N.S.	90 0 0	July 4, 1844	2 0 0½				
Mitcham - - N.S.	*120 0 0	Dec. 8, 1838	4 8 8½	150 16 8	10 0 0	622 10 0	16 16 0
Molesey, West - N.S.	*25 0 0	Feb. 2, 1839	1 6 8	39 3 4	- -	- - -	9 8 0
Morden - - - N.S.	- - -	- - -	- -	58 15 0	- -	87 10 0	
Mortlake - - B.S.	60 0 0	Aug. 16, 1843	- -	- -	- -	5 0 0	
„ - - - „	56 0 0	Apr. 20, 1844					
„ - - - „	75 0 0	Apr. 29, 1844					
„ - - - „	50 0 0	Mar. 11, 1846					
Mortlake - - N.S.	- - -	- - -	6 2 6½	56 6 8	- -	120 15 0	44 2 0
Mortlake, St. Mary's, R.C.	- - -	- - -	2 4 2	25 0 0	- -	- - -	6 13 0
Newington, St. Mary's, N.S.	200 0 0	Jan. 26, 1853	10 6 8	56 16 8	20 16 8	510 3 4	
Newington, Trinity, Boys, Girls, and Infants - - - N.S.	300 0 0	June 20, 1843	8 2 0½	108 10 0	- -	433 0 0	
„ „ - - „	91 10 0	Dec. 8, 1849					
Norbiton - - N.S.	178 6 8	July 26, 1853	1 0 10	8 13 4			
Norwood (Central London District) Sch. P.U.	- - -	- - -	2 5 4½	-	- -	382 10 0	
Nutfield - - N.S.	75 0 0	July 28, 1849					
Ockham, Industrial B.S.	- - -	- - -	4 3 4	28 13 4	- -	62 18 4	9 16 0
Peckham - - N.S.	- - -	- - -	5 0 10½	22 10 0	- -	340 10 0	
Petersham - - B.S.	- - -	- - -	- -	17 17 6	- -	- - -	1 3 0
Putney, Infants - N.S.	222 10 0	Apr. 29, 1854	8 2 10½	55 9 2	- -	49 0 0	
„ „ - - „	120 0 0	Sept. 22, 1855					
Redhill, St. John's, Boys, Girls, and Infants N.S.	200 0 0	July 16, 1846	6 1 7½	102 10 0	- -	178 15 0	
Reigate - - - N.S.	1,176 0 0	Apr. 18, 1855	1 13 3½	10 15 8			
Richmond - Parl.	- - -	- - -	- -	11 0 0			
Richmond, St. John's, Girls and Infants N.S.	107 0 0	Sept. 11, 1844	1 9 8½	- -	- -	32 10 0	
„ „ - - „	40 0 0	Aug. 26, 1852					
Richmond, St. Elizabeth's - - R.C.	- - -	- - -	- -	38 6 8			
Ripley - - - N.S.	120 0 0	Aug. 14, 1847	2 4 2	68 13 4	- -	- - -	13 5 0
Rotherhithe (Amicable Society's School) -	- - -	- - -	5 15 0	41 13 4	- -	248 11 8	
Rotherhithe, Ch. Ch. Boys and Girls - N.S.	324 0 0	Aug. 19, 1842					
Rotherhithe, Clarence Street, Boys, Girls, and Infants, Green School	246 0 0	Dec. 2, 1846	5 16 1	69 0 0	- -	304 0 0	
„ „ - - „	8 0 0	Nov. 29, 1848					
Rotherhithe, Holy Trinity, Boys, Girls, and Infants - - N.S.	12 0 0	Oct. 2, 1846	11 18 4	30 0 0	- -	95 10 0	
„ „ - - „	28 0 0	Mar. 15, 1847					
Rotherhithe, Silver Street - - B.S.	*160 0 0	Dec. 2, 1837					
Rotherhithe, St. Mary's (Deptford Road), Boys, Girls, and Infants - N.S.	*600 0 0	Feb. 20, 1837	17 16 4	30 16 8	- -	999 16 8	
„ „ - - „	*84 0 0	Nov. 1, 1837					
„ „ - - „	24 0 0	Nov. 29, 1848					

† This school pulled down, and new one built in Hercules Buildings, adjoining South-western Railway.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rotherhithe (Surrey Canal) St. Paul's, Mixed - - - N.S.	132 0 0	Oct. 28, 1847	3 6 8	- -	- -	135 10 0	
Seal and Tongham, Mixed - - - N.S.	105 0 0	July 13, 1850					
Send, Mixed - - N.S.	225 10 6	Jan. 9, 1855					
Shere, Boys and Girls N.S.	100 0 0	May 13, 1843					
Southwark Chapel - Wes.	- - -	- - -	9 19 7	92 3 4	- -	213 1 8	
Southwark, St. George the Martyr's, Boys, Girls, and Infants N.S.	*225 0 0	Jan. 22, 1839	14 12 7½	152 5 0	- -	532 7 6	
" " - "	86 0 0	Dec. 11, 1848					
" " - "	26 13 4	June 21, 1850					
Southwark, St. Jude's, Boys and Girls - N.S.	- - -	- - -	9 7 0	20 0 0	- -	197 8 4	
Southwark, St. Mary's, Boys, Girls, and Infants - - - N.S.	405 0 0	Mar. 14, 1846	13 13 7½	141 10 0	- -	1,005 1 8	
" " - "	182 0 0	Aug. 2, 1846					
Southwark, St. Paul's, Boys and Girls Ch. of Eng.	400 0 0	July 18, 1855	8 0 0				
Southwark, St. Peter's, Infant and Sunday School - - N.S.	312 0 0	Nov. 28, 1848					
Southwark, St. Stephen's, Boys, Girls, and Infants - N.S.	306 0 0	Aug. 30, 1850					
Stockwell, Boys and Girls - - - N.S.	- - -	- - -	10 0 10½	16 10 0	- -	302 0 0	
Stockwell, St. Michael's - - N.S.	400 0 0	Apr. 5, 1848	12 18 4½	89 3 4	- -	805 0 0	
" - "	50 0 0	Jan. 14, 1854					
Streatham " - - N.S.	- - -	- - -	3 3 8	104 8 4	- -	231 0 0	
Surbiton, Boys and Girls - - - N.S.	271 0 0	May 1, 1849	4 0 0	82 10 0	- -	100 0 0	
Sutton, Boys and Girls N.S.	400 0 0	June 5, 1855					
Surrey, North, District School - P.U.	- - -	- - -	- -	- -	- -	69 0 0	
Tandridge, Oxted, and Godstone - N.S.	- - -	- - -	- -	12 0 0	- -	137 0 0	
Thorpe, Mixed - N.S.	84 0 0	Jan. 28, 1847	1 13 4½	53 15 0			
Tooting, Parochial, Infants - Ch. of Eng.	492 0 0	June 15, 1855					
Tooting, Lower, Parochial, Boys and Girls Ch. of Eng.	- - -	- - -	4 4 6½	85 0 0	- -	234 0 0	
Tooting (Drowett's Pauper School) -	- - -	- - -	- -	- -	- -	3 2 6	
Vauxhall Walk - Wes.	- - -	- - -	9 11 6	- -	- -	376 6 8	
Virginia Water - N.S.	108 0 0	Feb. 27, 1844					
Walworth, Beresford Street Episcopal Chapel School - -	- - -	- - -	4 12 3½	- -	- -	28 0 0	
Walworth (Mount Street) - - B.S.	*30 0 0	Jan. 12, 1839					
Walworth, St. Peter's, N.S.	405 10 0	July 12, 1852	4 16 8½	80 0 0	- -	351 10 0	
Wandsworth - N.S.	*50 0 0	April 13, 1836					
Wandsworth (Summer's Town), Infants - - N.S.	43 10 0	Jan. 20, 1852	3 1 8½	- -	- -	15 0 0	
Westcott, Boys, Girls, and Infants - N.S.	500 0 0	July 26, 1854	3 6 8	23 5 10	- -	15 0 0	10 12 0
Weybridge - - N.S.	- - -	- - -	2 9 8½	- -	- -	114 11 8	11 8 0
Wimbledon - - N.S.	*50 0 0	Jan. 2, 1836	4 10 11½	45 0 0	- -	152 0 0	
Witley - - N.S.	- - -	- - -	- -	- -	- -	15 0 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Woking, Mixed - N.S.	200 0 0	Aug. 2, 1849	- -	- -	- -	- - -	12 13 0
Wonersh, Mixed - N.S.	80 0 0	Nov. 24, 1842	2 14 3				
Wrecclesham, Mixed N.S.	45 0 0	Feb. 19, 1841	2 14 6½	- -	- -	37 10 0	
" - - "	30 0 0	Nov. 1, 1849					
York Town, Boys - N.S.	- - -	- - -	1 10 8½				
SUSSEX.							
Albourne - - N.S.	52 0 0	June 6, 1844					
Alfriston - - N.S.	58 10 0	Apr. 29, 1845					
Arundel Free School, Boys and Girls - -	- - -	- - -	10 12 9½	6 5 0	- -	309 5 0	
Barcombe (Church Meadow) - - N.S.	*48 0 0	Feb. 12, 1842					
Battle and Langdon, Boys and Girls - N.S.	201 0 0	Dec. 23, 1847					
Beddingham, Mixed N.S.	53 0 0	Apr. 26, 1846					
Berwick, Mixed - N.S.	108 0 0	Sept. 30, 1854					
Bishopstone, Boys, Girls, and Infants- - N.S.	127 0 0	Jan. 31, 1850					
Bolney - - N.S.	*35 0 0	Jan. 26, 1839					
Bosham - - N S.	*90 0 0	Jan. 14, 1835					
Brede - - - N.S.	85 0 0	May 25, 1843					
" - - - "	46 0 0	Jan. 8, 1845					
Brighton, (Chichester Diocesan) Training N.S.	- - -	- - -	- - -	48 0 0			
Brighton (Central) N.S.	110 0 0	Jan. 3, 1849	5 16 3½	100 0 0	- -	1,417 10 0	
Brighton, Ch. Ch. - N.S.	- - -	- - -	5 10 4½	80 0 0	- -	79 0 0	
Brighton, (Chichester Diocesan) Female Practising School -	300 0 0	Dec. 5, 1855	- -	83 0 0	- -	146 0 0	
Brighton (Kent's Court), Infants, Ch. of Eng.	*75 0 0	Nov. 15, 1837					
Brighton (North Lane) Boys and Girls - B.S.	*300 0 0	Oct. 9, 1837	- -	14 3 4			
Brighton Royal (Eastern Road) - B.S.	- - -	- - -	5 12 8½	124 13 4	- -	265 9 2	
Brighton (Spa and Egremont Street) N.S.	- - -	- - -	4 7 2	31 5 0	- -	106 0 0	
Brighton, St. John's, Boys, Girls, and Infants - - - N.S.	560 0 0	Sept. 13, 1847	13 15 0½	133 1 8	- -	691 0 0	
" " - - "	51 10 0	Feb. 27, 1854					
" " - - "	110 6 8	June 10 1854					
Brighton, St. John's R.C.	- - -	- - -	2 15 0½				
Brighton, St. Mary's R.C.	- - -	- - -	2 10 4½	13 8 4	- -	27 18 4	
Brighton, St. Nicholas' Ch. of Eng.	- - -	- - -	- -	12 0 0	- -	29 0 0	
Brighton, St. Stephen's N.S.	- - -	- - -	3 6 8				
Brighton (Middle St.) Union Charity, Boys and Girls - - B.S.	*250 0 0	May 9, 1838					
Brighton (Warwick Street) - - N.S.	50 0 0	June 3, 1842	10 15 6½	66 0 0	- -	548 0 0	
Broadwater - - N.S.	80 0 0	Feb. 20, 1840					
Burpham, Mixed - N.S.	25 0 0	Apr. 1, 1840					
Burwash, Boys, Girls, and Infants - N.S.	218 0 0	May 11, 1847	11 15 0½	85 0 0	- -	491 5 0	33 17 0
" - - - "	7 1 8	July 3, 1850					
Bury - - - N.S.	90 0 0	Feb. 16, 1848					
Catsfield, Mixed - N.S.	125 0 0	Nov. 3, 1845					
Chailey, Mixed and Infants - - N.S	350 0 0	April 3, 1855					

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	Amount.	Date of Payment.					
SUSSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Chichester (Central) N.S.	- - -	- - -	8 10 1	105 1 8	- -	214 0 0	
Chichester (Little London) Girls - B.S.	198 0 0	Dec. 27, 1846					
Chichester, St. Pancras, Infants - N.S.	100 0 0	Sept. 12, 1843					
Chichester (Tower Street) Boys - B.S.	84 3 4	Nov. 5, 1853	6 6 10½	51 15 0	- -	220 3 4	
Chiddingley, Boys and Girls - - N.S.	80 0 0	Jan. 5, 1850	0 13 11				
Clayton and Keymer N.S.	*50 0 0	Jan. 19, 1839					
Compton and Upmarden, Boys and Girls - - - N.S.	90 0 0	Oct. 30, 1848	2 5 8½				
Crowborough, Boys and Girls - - N.S.	60 0 0	Mar. 3, 1840					
Cuckfield and Balcombe, Boys and Girls - - - N.S.	160 0 0	Aug. 12, 1846					
Dallington, Mixed N.S.	35 0 0	Jan. 26, 1854					
Ditchling - - - N.S.	*75 0 0	Dec. 29, 1838					
Eastbourne, Mixed N.S.	64 0 0	Sept. 21, 1855	5 12 0	136 2 6	- -	250 13 0	36 7 0
Eastergate - - N.S.	*50 0 0	July 7, 1838					
Elsted - - - N.S.	*34 0 0	Dec. 19, 1838					
Falmer - - - N.S.	- - -	- - -	- - -	34 10 0	- -	- - -	33 14 0
Flimwell - - N.S.	84 0 0	May 13, 1848	1 2 7				
Firle, West, Boys and Girls - - N.S.	140 0 0	Apr. 26, 1846	2 2 8½	36 0 0	- -	98 13 0	
Forest Row - - N.S.	160 10 0	Jan. 31, 1852	2 10 1	85 5 0	- -	68 6 8	30 7 0
" - - "	67 0 0	Oct. 27, 1854					
Framfield" - - N.S.	*65 0 0	June 28, 1837					
Frant (Free) - - N.S.	- - -	- - -	5 1 5½	49 10 0	- -	227 1 8	
Glynde - - - N.S.	- - -	- - -	- - -	3 6 8	- -	- - -	4 6 0
Hadlow Down - N.S.	*75 0 0	Feb. 24, 1838	1 14 7½	- -	- -	256 7 6	12 14 0
" - - "	60 0 0	Apr. 25, 1850					
Hailsham - - N.S.	- - -	- - -	1 13 4				
Halton, St. Clement's N.S.	- - -	- - -	5 7 3½	- -	- -	159 17 6	
Hampnett, West - P.U.	- - -	- - -	- - -	- -	- -	10 0 0	
Hartfield - - N.S.	100 0 0	Nov. 8, 1842	1 17 1½	3 15 0	- -	109 8 4	7 19 0
" - - "	8 10 0	Oct. 20, 1854					
Hastings, Girls - B.S.	*250 0 0	Nov. 26, 1836					
Hastings, Boys and Girls - - Par.	*220 0 0	Mar. 21, 1836					
Hastings, All Saints' and St. Clement's, Mixed - - N.S.	213 3 4	Apr. 23, 1853	13 8 8½	64 18 4	40 0 0	755 7 6	
" " "	200 0 0	Apr. 3, 1855					
Hastings, St. Mary's, Boys, Girls, and Infants - - N.S.	168 0 0	June 19, 1841	7 5 0	55 0 0	- -	527 15 10	
Hellingley, Boys, Girls, and Infants N.S.	170 0 0	Feb. 22, 1845	2 19 11½	- -	- -	156 0 0	4 1 0
Henfield - - N.S.	53 0 0	Aug. 23, 1845	- - -	5 16 8			
Herstmonceaux - N.S.	- - -	- - -	2 3 11½	37 10 0	- -	97 18 4	
Heathley, West, Mixed N.S.	45 0 0	Mar. 26, 1844					
" - - "	15 0 0	Mar. 11, 1854					
Hooe - - - N.S.	22 0 0	Oct. 13, 1846					
Horsham, Boys - N.S.	- - -	- - -	2 0 0	- -	- -	29 0 0	
Hove - - N.S.	58 0 0	Nov. 15, 1844					
Hurst Pierrepoint N.S.	- - -	- - -	- - -	76 8 4	- -	114 3 4	9 9 0
Icklesham, Mixed and Infants - N.S.	110 0 0	May 30, 1846					
Isfield - - - N.S.	*50 0 0	Feb. 15, 1840					
Leonard's, Saint, on Sea, Boys, Girls, and Infants - N.S.	*60 0 0	June, 1836	7 0 0	76 10 0	- -	235 0 0	
" " - "	396 0 0	May 18, 1848					

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		Amount.	Date of Payment.					
SUSSEX—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Leonard's, Saint, on Sea, All Souls'	R.C.	- - -	- - -	6 13 3	- - -	- -	258 3 4	
Lewes - -	N.S.	- - -	- - -	4 16 8½	120 11 8	- -	282 5 0	
Lindfield - -	N.S.	95 0 0	Apr. 6, 1852	4 0 7				
Littlehampton -	N.S.	105 0 0	July 24, 1846	1 8 7½				
Lodsworth, Boys and Girls - -	N.S.	80 0 0	Jan. 26, 1846					
Lurgashall, Mixed -	N.S.	80 0 0	July 7, 1845	2 12 0				
" " -	"	10 0 0	Oct. 4, 1845					
Mayfield - -	N.S.	- - -	- - -	10 16 6½	27 10 0	- -	171 0 0	4 10 0
Mayfield, Girls -	N.S.	- - -	- - -	- - -	- - -	- -	8 15 0	3 15 0
Merston - - -	N.S.	37 0 0	Jan. 8, 1842					
Midhurst, Boys and Girls - -	N.S.	170 0 0	Feb. 6, 1855					
Mountfield and Whatlington, Boys and Girls - -	N.S.	52 0 0	Feb. 23, 1850					
Newhaven - -	N.S.	130 0 0	June 25, 1844	3 15 0½	5 0 0	- -	32 10 0	9 11 0
Ninfield, Mixed -	N.S.	100 0 0	Dec. 21, 1854	1 10 0				
Offham - - -	N.S.	55 10 0	Nov. 26, 1850					
Patcham, Mixed -	N.S.	107 0 0	Oct. 31, 1854					
Pea-marsh, Boys, Girls, and Infants,	N.S.	140 0 0	Dec. 13, 1844					
Pett, Mixed - -	N.S.	75 0 0	Oct. 19, 1848					
Plumpton - -	N.S.	*23 0 0	Nov. 7, 1838					
Polegate - - -	N.S.	54 0 0	May 16, 1849	2 8 0				
Portslade and Haugleton, Mixed -	N.S.	66 10 0	Aug. 26, 1843					
" " -	"	60 0 0	Aug. 29, 1853					
Pyecombe - -	N.S.	22 5 0	Jan. 20, 1845					
Ripe, Mixed - -	N.S.	35 0 0	Mar. 10, 1843					
" " - -	"	35 0 0	Oct. 8, 1849					
Rotherfield - -	N.S.	- - -	- - -	1 12 11½	- -	- -	129 10 0	
Rye - - -	Wes.	- - -	- - -	4 5 9	9 12 6	- -	132 15 0	
Salehurst - -	N.S.	*75 0 0	Mar. 13, 1841	3 17 0½				
Sayer's Common -	N.S.	65 0 0	Aug. 18, 1843					
Selmeston - -	N.S.	- - -	- - -	- -	25 16 8	- -	37 1 8	
Slaugham, Mixed -	N.S.	60 0 0	Dec. 4, 1841					
Slinfold - - -	N.S.	80 0 0	Dec. 21, 1845	- -	24 15 0	- -	31 5 0	
Sompting - -	N.S.	*64 0 0	April 27, 1839					
Southbourne and Seaside, Boys and Girls - - -	N.S.	150 0 0	May 5, 1852	1 17 1½	48 1 8	- -	47 15 0	32 0 0
Southwick, Mixed -	N.S.	70 0 0	Feb. 16, 1844	1 17 1½				
Staplecross - -	Wes.	- - -	- - -	3 6 8	120 0 0	- -	260 0 0	6 1 0
Steyning, Boys and Girls - - -	N.S.	70 0 0	Sept. 22, 1841					
Storrington - -	N.S.	*20 0 0	Nov. 9, 1836					
Stoughton and Racton - - -	N.S.	62 10 0	Aug. 11, 1843	2 5 11½	13 0 0	- -	148 15 0	
Ticehurst, Boys and Girls - -	N.S.	350 0 0	Sept. 7, 1847	5 16 4½	105 15 0	- -	419 7 6	11 12 0
Tillington - -	N.S.	- - -	- - -	- -	28 10 0	- -	- - -	14 7 0
Twyford - -	N.S.	- - -	- - -	2 2 6½	- -	- -	32 10 0	
Uckfield - - -	N.S.	256 10 0	Mar. 5, 1851	3 6 8	44 15 0	- -	69 0 0	18 5 0
Wadhurst, Boys and Girls - -	N.S.	*100 0 0	June 17, 1837	3 15 4½	5 10 0			
" "	"	280 0 0	Jan. 27, 1855					
Waltham, Cold, Ch. Eng.		82 0 0	Sept. 19, 1848	- -	22 10 0	- -	47 10 0	14 6 0
Warbleton - -	N.S.	*50 0 0	Feb. 24, 1838					
Warnham - -	N.S.	*74 0 0	Feb. 6, 1851	- -	15 0 0	- -	13 15 0	
Wartling - -	N.S.	- - -	- - -	1 17 6½	- -	- -	2 10 0	5 2 0
Westbourne - -	N.S.	*90 0 0	June 10, 1837	5 0 0	64 0 0	- -	453 3 9	11 14 0
Westmeston - -	N.S.	- - -	- - -	- -	16 0 0	- -	- - -	5 5 0
Withyham, St. John's	N.S.	- - -	- - -	1 16 7½	- -	- -	35 0 0	
Withyham St. Michael's	N.S.	- - -	- - -	3 4 6	77 11 8	- -	56 13 4	6 3 0

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	Amount.	Date of Payment.					
SUSSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Worthing - - N.S.	*100 0 0	Mar. 7, 1835					
Worthing, Boys and Girls - - Wes.	- - -	- - -	1 4 8½	11 0 0	- -	37 10 0	
WARWICKSHIRE.							
Alcester, Boys and Girls - - - N.S.	100 0 0	Feb. 9, 1844	3 8 10½	- -	- -	210 18 9	32 17 0
„ - - - „	6 18 6	Dec. 29, 1850					
„ - - - „	17 0 0	Jan. 18, 1854					
Atherstone, Boys, Free School - -	150 0 0	Sept. 3, 1842	- -	- -	- -	43 6 8	
„ - - - „	140 0 0	Oct. 11, 1855					
Attleborough - N.S.	236 0 0	May 4, 1849	4 12 8½	32 10 0	- -	195 0 0	13 9 0
„ - - „	6 13 4	Sept. 1, 1855					
Bentley - - - N.S.	- - -	- - -	- -	37 13 6	- -	83 7 6	17 7 0
Bidford - - - N.S.	50 0 0	Apr. 14, 1846	4 10 6½	- -	- -	136 15 0	10 6 0
„ - - - „	19 10 0	Mar. 11, 1854					
Birmingham - - Wes.	- - -	- - -	- -	18 0 0			
Birmingham, All Saints', Boys, Girls, and Infants - N.S.	616 0 0	July 11, 1847	3 6 8	10 15 0			
Birmingham Asylum P.U.	- - -	- - -	- -	- -	- -	48 10 0	
Birmingham, (Bishop Ryder's), Boys and Girls - - N.S.	450 0 0	Feb. 8, 1842	2 14 3½	- -	- -	14 0 0	
„ „ - - „	13 18 3	May 31, 1845					
Birmingham, Ch. Ch. (Pinfold Street), Boys, Girls, and Infants - - N.S.	*400 0 0	Dec. 23, 1837					
Birmingham, Ch. Ch. (Ryland Street North) Infants - N.S.	196 0 0	Jan. 23, 1849					
Birmingham, Church of the Saviour - B.S.	- - -	- - -	5 8 4½	33 0 0	- -	123 3 4	
Birmingham, Day School, Teachers' Association - -	- - -	- - -	0 13 4½				
Birmingham, Industrial Free School	495 0 0	July 19, 1850	- -	- -	- -	39 13 4	
„ „	300 0 0	Oct. 9, 1855					
Birmingham, New Jerusalem - - B.S.	- - -	- - -	6 8 6½	26 5 0	- -	59 8 4	
Birmingham, Reformatory Girls' School - - -	- - -	- - -	0 13 4½				
Birmingham, St. Anne's (Alcester Street) - - R.C.	- - -	- - -	- -	23 15 0	- -	39 13 4	
Birmingham, St. Bartholomew's, N.S.	*150 0 0	Dec. 3, 1834	4 0 1½				
„ „ - „	115 0 0	Jan. 4, 1840					
„ „ - „	257 10 0	May 29, 1851					
Birmingham, St. Chad's - - R.C.	- - -	- - -	5 11 10½	94 11 8	- -	391 5 10	
Birmingham, St. George's (Russell Street), Boys and Girls - - - N.S.	*300 0 0	Dec. 31, 1834	10 18 11½	114 5 0	25 0 0	454 0 0	
„ „ - „	230 0 0	Jan. 16, 1843					
„ „ - „	200 0 0	Apr. 2, 1845					
„ „ - „	100 0 0	Oct. 23, 1847					
„ „ - „	8 11 8	July 13, 1852					
„ „ - „	45 0 0	Jan. 8, 1855					

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		Amount.	Date of Payment.					
WARWICKSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Birmingham, St. George's (Farm Street), Infants	N.S.	150 0 0	Nov. 24, 1849	3 8 4	2 0 0	- -	76 0 0	
Birmingham, St. John's	R.C.	- - -	- - -	1 2 0	- -	- -	78 5 0	
Birmingham, St. Luke's (Edgbaston), Boys, Girls, and Infants	N.S.	370 0 0	Oct. 30, 1843	13 8 8	61 1 8	37 10 0	377 15 10	
" "	"	133 0 0	Apr. 19, 1845					
" "	"	46 1 6	Jan. 12, 1846					
" "	"	12 16 0	July 22, 1848					
" "	"	13 6 8	July 16, 1850					
Birmingham, St. Luke's (Macdonald Street) Infants	N.S.	177 0 0	Jan. 24, 1850	6 5 0½	5 16 8	- -	60 8 4	
Birmingham, St. Mark's (Helena Street), Infants	N.S.	89 10 0	June 5, 1850	1 10 6				
Birmingham, St. Mark's (St. Mark's Street), Boys and Girls	N.S.	492 0 0	July 11, 1844	11 6 1½	- -	- -	596 3 4	
" "	"	12 16 4	Oct. 29, 1849					
Birmingham, St. Mary's, Boys, Girls, and Infants	N.S.	750 0 0	July 24, 1846	7 0 0	40 0 0	- -	213 0 10	
Birmingham, St. Mary's, Girls and Infants	R.C.	- - -	- - -	2 19 9½	79 15 0	- -	97 10 0	
Birmingham, St. Matthew's, Boys, Girls, and Infants	N.S.	691 0 0	Dec. 17, 1841	3 5 8				
" "	"	56 10 0	Jan. 8, 1844					
" "	"	5 19 0	Apr. 6, 1844					
Birmingham, St. Nicholas'	R.C.	- - -	- - -	1 3 4	7 0 0	- -	66 8 4	
Birmingham, St. Paul's, Boys, Girls, and Infants	N.S.	788 0 0	Jan. 8, 1846	3 10 10½	82 10 0	- -	686 18 4	
" "	"	20 0 0	Oct. 26, 1847					
Birmingham, St. Peter's	R.C.	- - -	- - -	3 15 11	117 15 0	- -	500 10 0	
Birmingham, St. Peter's (Moor Street), Boys and Girls	N.S.	531 0 0	Nov. 26, 1844	4 6 8	- -	- -	106 15 10	
" "	"	10 0 0	Nov. 21, 1845					
Birmingham, St. Peter's (London Prentice Street) Infants	N.S.	73 10 0	Sept. 4, 1849					
Birmingham, St. Philip's, Mixed and Infants	N.S.	500 0 0	Mar. 17, 1843	5 9 1½	175 0 0	- -	310 3 4	
Birmingham, St. Stephen's, Boys, Girls, and Infts.	N.S.	828 0 0	Jan. 12, 1845	4 8 2½	- -	- -	66 10 0	
Birmingham, St. Thomas' (Holloway Head Street) Boys, Girls, and Infants	N.S.	235 0 0	Jan. 31, 1842	6 2 8½	215 0 0	- -	566 16 8	
" "	"	5 12 0	Oct. 21, 1845					
" "	"	83 0 0	May 4, 1854					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Birmingham, St. Thomas' (Holliday Street), Infants - - - N.S.	171 0 0	Aug. 19, 1850					
Birmingham, Unitarian Domestic Mission School - -	- - -	- - -	11 7 3¾	43 0 0	- -	358 15 0	
Birmingham and Edgbaston, Girls B.S.	- - -	- - -	4 3 0½				
Birmingham and Edgbaston Industrial (Tenant Street) - - B.S.	41 0 0	Oct. 2, 1855	- -	35 16 8	- -	116 5 10	
Bordesley, St. Andrew's, (Smallheath), Infants - N.S.	99 0 0	Dec. 17, 1850					
Brinklow - - N.S.	- - -	- - -	1 14 4				
Chilevrs Coton, Infants - - N.S.	104 0 0	Apr. 2, 1846					
Claverdon - - N.S.	100 0 0	Mar. 15, 1849	2 5 8½	- -	- -	32 10 0	
Clifton on Dunsmoor, Mixed - N.S.	10 0 0	Aug. 8, 1849	4 9 7	37 0 0	- -	207 10 0	
„ - - „	186 0 0	Apr. 29, 1851					
Compton, Fenny - N.S.	*54 0 0	Aug. 20, 1834					
Corley Moor - - N.S.	- - -	- - -	0 12 4½				
Coventry, Holy Trinity, Boys, Girls, and Infants - N.S.	1,337 0 0	Sept. 26, 1854	- -	35 12 6			
Coventry, St. John's N.S.	*120 0 0	Jan. 1, 1840	2 9 8½	23 10 0	- -	81 0 8	
Coventry, St. Michael's, Boys, Girls, and Infants - N.S.	1,200 0 0	Mar. 17, 1855	1 13 4	48 1 8	22 18 4	15 0 0	
Coventry, St. Nicholas' Place, Boys B.S.	*125 0 0	Jan. 19, 1842					
Coventry, St. Peter's, Boys and Girls - N.S.	180 0 0	Dec. 16, 1844	4 2 3	48 15 0	- -	310 11 8	
„ „ - „	12 2 6	Feb. 11, 1847					
„ „ - „	75 0 0	June 15, 1852					
Coventry (Vicar Lane) Boys and Girls - B.S.	*200 0 0	Feb. 14, 1855					
Cubington, Boys and Girls - - N.S.	220 0 0	Aug. 14, 1846	2 3 1	86 0 0	- -	530 10 0	
Deritend, St. John's, Boys and Girls - N.S.	267 0 0	Jan. 11, 1849	7 9 1½	28 17 6	- -	28 15 0	
„ „ - „	95 5 0	Oct. 14, 1853					
Dunchurch, Girls and Infants - N.S.	*106 0 0	Dec. 22, 1838	1 9 7½	- -	- -	295 0 0	4 8 0
„ - - „	8 0 0	Nov. 15, 1845					
„ - - „	42 0 0	May 10, 1847					
„ - - „	8 5 0	May 22, 1852					
Eatington - - N.S.	- - -	- - -	1 9 6	41 5 0	- -	- - -	13 14 6
Edgbaston - - N.S.	- - -	- - -	- -	11 13 4	- -	440 11 8	
Edgbaston, St. George's, Infants N.S.	182 0 0	June 13, 1854	2 2 8½				
Erdington, Infants B.S.	100 0 0	Sept. 2, 1840					
Erdington - - R.C.	- - -	- - -	1 6 8½	17 10 0	- -	- - -	15 0 0
Grandborough, Boys and Girls - - N.S.	54 10 0	June 18, 1841					
Halford - - N.S.	- - -	- - -	1 0 7½				
Hampton-on-the-Hill R.C.	- - -	- - -	1 2 3	6 13 4			
Harborough, Magna N.S.	88 0 0	Sept. 1, 1846	1 3 11				
Hartshill, Mixed and Infants - - N.S.	148 10 0	Feb. 5, 1853	1 9 4½				
Itchington, Bishop's N.S.	*37 0 0	June 16, 1838	1 0 0				
Itchington, Long - N.S.	- - -	- - -	1 9 1	56 5 0	- -	32 10 0	0 12 6
Kenilworth, St. Austin's - - R.C.	- - -	- - -	- -	11 6 0			

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kenilworth - - N.S.	*57 0 0	Sept. 7, 1836					
Kenilworth, St. John's, Infants - N.S.	212 0 0	Sept. 19, 1855	1 3 5½				
Keresley and Coundon, Mixed - - N.S.	112 10 0	Oct. 14, 1852	2 14 8	7 10 0	- -	- - -	13 14 0
Kingsbury Endowed, Mixed - N.S.	6 5 10	June 15, 1849	5 2 2½	35 15 0	- -	167 15 0	5 4 0
" " - "	21 8 0	Dec. 27, 1854					
Kinwarton and Great Alne - N.S.	*30 0 0	Feb. 17, 1836	2 0 1	10 0 0	- -	194 14 2	7 19 0
" " - "	50 0 0	Jan. 25, 1841					
" " - "	7 0 0	Jan. 25, 1841					
" " - "	11 10 0	Nov. 23, 1853					
Lea Marston, Ch. of Eng.	- - -	- - -	- - -	- - -	- - -	- - -	2 5 0
Leamington Priors R.C.	- - -	- - -	2 10 5½	112 0 0	- -	67 10 0	
Mount Carmel - R.C.	- - -	- - -	1 0 0				
Napton on the Hill, Boys and Girls - N.S.	40 0 0	July 10, 1844	1 7 0				
" " - "	24 0 0	Jan. 6, 1851					
Nuneaton (Abbey End) Infants - N.S.	241 0 0	Nov. 30, 1849					
Nuneaton (Church Lane) - - N.S.	618 0 0	Mar. 12, 1850	5 11 1	84 18 4	39 11 8	444 16 8	
Pailton, Boys, Girls and Infants - N.S.	121 0 0	Sept. 27, 1848	1 0 6				
" " - "	252 0 0	Dec. 8, 1854					
Ratley, Boys and Girls - - Ch. Sch.	117 0 0	July 10, 1850	1 0 5½	- -	- -	30 0 0	
Rugby - - - Wes.	- - -	- - -	6 15 1	93 3 4	- -	356 11 6	
Rugby (Elborow's) Boys and Girls - N.S.	29 19 0	Jan. 17, 1851	9 3 4	51 13 4	- -	479 13 4	
Rugby New Parochial School (in St. Matthew's District), Boys and Girls - - -	275 0 0	July 1, 1853	6 10 2½	67 7 6	- -	213 10 0	
Rugby, St. Matthew's, Infants - N.S.	100 0 0	Jan. 29, 1846	- -	48 16 8	- -	105 10 0	
" " - "	9 10 0	Nov. 23, 1853					
" " - "	65 0 0	Nov. 21, 1853					
Saltley (Worcester Diocesan) Training -	- - -	- - -	- - -	50 0 0			
Saltley (Worcester Diocesan) Practising	- - -	- - -	- - -	64 11 8	16 13 4	63 0 0	22 10 0
Shirley, Endowed Church School, Boys and Girls	*65 0 0	June 29, 1846	5 16 3½	49 12 6	- -	210 0 0	18 8 0
" " - "	187 0 0	Oct. 23, 1852					
" " - "	15 2 6	Nov. 30, 1855					
Snitterfield - - N.S.	*100 0 0	Nov. 24, 1838	4 3 11	- -	- -	127 10 0	
Sollihull, Lower, Free S.	- - -	- - -	- - -	- -	- -	49 11 8	
Southam Independent School, Boys and Girls	40 0 0	Aug. 12, 1846					
Stockingford, Mixed and Infants - N.S.	64 0 0	Apr. 20, 1848	3 5 0½	24 10 0	- -	168 15 0	12 18 0
" - - "	2 5 0	July 16, 1850					
" - - "	538 0 0	Nov. 1, 1855					
Stockton, Boys - N.S.	100 0 0	Mar. 6, 1841					
" - "	30 0 0	Mar. 14, 1844					
Stoke - - - N.S.	63 10 0	Apr. 14, 1841					
Stratford-on-Avon, Boys and Girls - N.S.	230 0 0	Feb. 26, 1846	2 3 11	12 0 0			
Studley - - - N.S.	*35 0 0	Oct. 7, 1837	- - -				
Sutton-Coldfield - R.C.	- - -	- - -	2 6 8	29 5 0	- -	191 0 0	2 14 0
Thurlaston, Girls and Infants - N.S.	138 15 0	July 4, 1850					
Tysoe - - - N.S.	- - -	- - -	- - -	15 0 0			
Warwick and Leamington Church Schoolmasters' Association - - -	- - -	- - -	0 13 4				

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	Amount.	Date of Payment.					
WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Warwick, St. Mary's, Boys and Girls - N.S.	*150 0 0	May 18, 1836	5 1 1	24 11 8	- -	664 15 0	
" " - "	55 0 0	Apr. 12, 1847					
" " - "	20 0 0	July 16, 1849					
" " - "	30 0 0	Nov. 10, 1853					
" " - "	62 0 0	Dec. 12, 1855.					
Warwick, St. Mary's and St. Paul's, Infants - - N.S.	162 0 0	Dec. 11, 1849					
Wilnecote - - N.S.	- - -	- - -	-	-	- -	- - -	5 2 0
Wolvey - - - N.S.	*53 0 0	Nov. 21, 1838					
WESTMORELAND.							
Appleby, St. Laurence - - - B.S.	126 15 0	Dec. 26, 1849	1 15 2	6 5 0			
Birthwaite, St. Mary's - - N.S.	- - -	- - -	-	-	- -	75 8 4	2 17 0
Bongate, Parish of St. Michael's, Appleby, Mixed - N.S.	65 0 0	July 31, 1846					
Burton - Ch. Sch.	- - -	- - -	2 1 8½	10 10 0	- -	45 8 4	
Casterton - - N.S.	42 0 0	June 30, 1841	1 0 1½	- -	- -	129 19 2	
Grayrigg, Boys and Girls - - N.S.	32 0 0	May 17, 1847					
Holme - - - N.S.	82 10 0	Apr. 14, 1842	- -	- -	- -	- - -	6 18 0
Kendal, Boys - B.S.	*125 0 0	Dec. 30, 1835	12 14 5½	143 6 8	- -	626 8 4	
" " - "	69 5 4	Dec. 18, 1855					
Kendal, Boys - N.S.	14 11 0	Oct. 29, 1849	2 4 4½	75 0 0	- -	527 18 4	
" " - "	14 0 0	Nov. 26, 1852					
" " - "	65 0 0	Aug. 3, 1854					
Kendal, Boys and Girls - - - Wes.	173 0 0	Aug. 2, 1848	3 13 4½	6 5 0	- -	129 11 8	
Kendal, St. George's, Girls - - - N.S.	243 10 0	Oct. 25, 1854	2 14 4	10 0 0			
Kendal, St. Thomas', Infants - N.S.	- - -	- - -	- -	18 6 8			
Kirkby Stephen - N.S.	*45 0 0	June 28, 1834					
Martindale - - N.S.	*27 0 0	Dec. 19, 1835					
Ormside, Mixed - N.S.	35 0 0	Dec. 6, 1851					
Strickland, Great N.S.	- - -	- - -	1 17 6½	61 16 8	- -	51 13 4	9 12 0
WILTSHIRE.							
Alderbury - - N.S.	- - -	- - -	3 10 4½	61 10 0	- -	66 10 0	10 2 0
Amesbury - - N.S.	- - -	- - -	1 18 4½	15 0 0	- -	45 0 0	
Ashton, - Ch. of E.	- - -	- - -	- -	3 13 4			
Ashton, West - N.S.	70 0 0	Oct. 26, 1847	6 2 0½	36 4 2	15 12 6	508 10 10	36 2 0
" - - - - "	9 10 0	Sept. 26, 1848					
" - - - - "	62 5 0	Dec. 6, 1850					
" - - - - "	37 10 0	June 6, 1854					
Avebury - - - N.S.	40 0 0	Nov. 29, 1844					
Barford, St. Martin - - - N.S.	478 0 0	Dec. 8, 1854					
Bedwin, Little - N.S.	328 0 0	Nov. 8, 1855					
Berwick Bassett - N.S.	66 0 0	July 18, 1848					
Biddeston - - N.S.	50 0 0	Sept. 10, 1844	2 0 0				
Bishopstone, near Faringdon, Mixed, N.S.	126 0 0	Aug. 2, 1850	2 7 9	- -	- -	41 5 0	
Bishopstone, near Salisbury - - N.S.	120 0 0	Mar. 31, 1855	2 1 8½	- -	- -	15 16 8	7 13 0
Bower Chalke - N.S.	40 0 0	Oct. 14, 1844					
Bowood School - -	- - -	- - -	5 2 11½	- -	- -	144 3 4	
Bradford, Ch. Ch. - N.S.	- - -	- - -	10 0 2½	51 5 0	- -	287 10 0	27 0 0
Bradford, Parish Church - - N.S.	*190 0 0	Oct. 26, 1836	6 13 4	32 1 8	- -	208 3 4	9 3 0
" " - "	28 8 6	Jan. 31, 1852					
" " - "	31 14 8	Oct. 23, 1852					

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	Amount.	Date of Payment.					
WILTSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bradley (Maiden), Boys and Girls - N.S.	65 0 0	June 30, 1847					
Bradley, North, Ch. Ch., at Road Hill N.S.	*60 0 0	Nov. 21, 1835	1 0 3				
Bramshaw - - N.S.	- - -	- - -	- - -	27 10 0			
Bratton - - B.S.	95 19 6	Apr. 1846 -	1 17 7½	- - -	- - -	- - -	11 8 6
Bratton - - N.S.	50 0 0	Dec. 22, 1846					
Bremhill - - N.S.	150 0 0	Dec. 13, 1847	1 13 4				
Brixton Deverell - N.S.	*40 0 0	Dec. 17, 1836					
Bromham - - N.S.	- - -	- - -	1 12 8½	- - -	- - -	61 16 8	
Broughton, Gifford N.S.	90 13 4	June 3, 1853	1 1 0½	- - -	- - -	- - -	3 2 0
Calne, Boys - - N.S.	6 0 6	July 19, 1848	6 15 0½	74 12 6	- -	330 5 0	
Calne, Girls - - N.S.	4 5 6	July 19, 1848	5 5 11½	11 18 4	- -	367 0 0	
Calne, Middle, Endowed, Free Grammar School, Boys and Infants -	10 0 0	July 19, 1848	2 16 7	- - -	- - -	232 10 0	
Castle Combe - N.S.	- - -	- - -	4 6 4½	56 0 0	- -	339 16 8	
Charlton - - N.S.	70 0 0	Apr. 23, 1842					
Charlton Park - N.S.	- - -	- - -	- - -	- - -	- - -	16 13 4	
Chevercll, Great - N.S.	50 0 0	Nov. 8, 1845					
Chippenham - N.S.	*170 0 0	Oct. 10, 1837	- -	12 0 0			
Chippenham - P.U.	- - -	- - -	- - -	- - -	- - -	56 5 0	
Chirton - - N.S.	40 0 0	Aug. 25, 1846					
Chiseldon - - N.S.	70 0 0	July 21, 1841					
Chittoe - - N.S.	- - -	- - -	- - -	3 6 8			
Cholderton - - Par.	- - -	- - -	1 17 8½	- - -	- -	17 10 0	
Christian-Malford - N.S.	- - -	- - -	2 16 8½	9 12 6	- -	22 1 8	
Combe Bissett - N.S.	40 0 0	Jan. 26, 1846	1 2 7	38 18 4	- -	118 6 8	
„ - - „	7 10 0	July 18, 1854					
Compton Bassett - N.S.	53 0 0	Feb. 4, 1843	1 14 5				
Corsham - - B.S.	*100 0 0	Jan. 29, 1840	3 18 8	- - -	- - -	177 10 0	17 2 0
„ - - „	19 3 0	Feb. 15, 1855					
Cricklade - - N.S.	108 0 0	July 10, 1843					
Damerham - - N.S.	- - -	- - -	- - -	9 3 4			
Derry Hill - - N.S.	90 0 0	Jan. 20, 1841	2 1 4½				
„ - - „	42 0 0	Feb. 8, 1848					
Deverill, Long-bridge - - N.S.	- - -	- - -	- - -	15 0 0	- -	16 13 4	4 11 0
Devizes, Town (Sheep Street) Boys - N.S.	- - -	- - -	2 7 2½	15 0 0	- -	45 16 8	
Devizes, Town (Bridewell Street) Girls N.S.	- - -	- - -	2 10 8	28 0 0	- -	77 19 2	
Devizes - - B.S.	*140 0 0	Oct. 20, 1834					
Dilton's Marsh, Boys and Girls - N.S.	200 0 0	Mar. 16, 1848	2 15 5	16 10 0	- -	163 11 8	
„ - - „	6 3 0	Apr. 14, 1848					
Donhead, St. Mary's N.S.	*29 0 0	April 5, 1837					
Downton, Boys - B.S.	150 0 0	Dec. 11, 1841	3 6 8	118 10 0	60 0 0	351 6 8	28 9 0
„ - - „	33 0 0	Nov. 12, 1850					
Downton, Girls and Infants - - N.S.	162 0 0	Sept. 17, 1847	13 7 3½	40 6 8	- -	111 1 8	8 8 0
Durrington - - Par.	- - -	- - -	2 12 3	12 16 8	- -	233 7 6	7 10 0
Erchfont - - N.S.	- - -	- - -	4 1 3½	- - -	- -	452 5 0	36 14 0
Everleigh - - N.S.	70 0 0	Aug. 23, 1843	1 9 10				
Fisherton Anger - N.S.	180 0 0	Sept. 26, 1843	1 10 9½	17 17 6	- -	30 13 4	
Fonthill, Bishop - N.S.	37 10 0	July 28, 1841					
Fonthill, Gifford - N.S.	41 0 0	July 6, 1846					
Fovant - - - N.S.	105 0 0	Dec. 23, 1846					
Foxham - - -	- - -	- - -	- - -	- - -	- - -	66 10 0	
Grafton, East - N.S.	- - -	- - -	- - -	23 0 0	- -	32 10 0	4 1 0
Hankerton - - N.S.	52 0 0	Dec. 10, 1852					
Heytesbury - - N.S.	*150 0 0	Dec. 1, 1838	- -	- - -	- - -	6 13 4	
„ - - „	6 11 0	Aug. 13, 1846					
Highworth - - N.S.	*100 0 0	June 3, 1857	1 2 0				
Highworth and Swindon - P.U.	- - -	- - -	- - -	- - -	- - -	95 3 4	
Hillmarton - - N.S.	- - -	- - -	1 0 5½				
Hilperton - - N.S.	70 0 0	Dec. 29, 1846	1 18 10½	- - -	- - -	50 0 0	9 2 0
Hindon - - N.S.	- - -	- - -	- - -	15 2 6			

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	Amount.	Date of Payment.					
WILTSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hinton, Broad, Endowed, Mixed - N.S.	80 0 0	June 3, 1846					
" " "	80 0 0	July 3, 1848					
Hinton, Little, Mixed N.S.	65 0 0	Apr. 4, 1850	1 15 4	- -	- -	33 15 0	
Holt - - - N.S.	*40 0 0	Dec. 16, 1835					
Imber - - - N.S.	*34 0 0	May 17, 1837					
Kingswood - - N.S.	*75 0 0	Dec. 23, 1835					
Knoyle, East - N.S.	*31 0 0	Jan. 19, 1839	1 9 11	- -	- -	46 10 0	18 2 0
Lacock - - N.S.	- - -	- - -	- - -	81 5 0	- -	155 10 0	
Landford - - N.S.	45 0 0	Mar. 17, 1843	1 3 5				
Latton - - - P.U.	- - -	- - -	- - -	24 0 0	- -	9 17 0	
Lavington, Market - N.S.	140 0 0	July 17, 1846	2 15 11½				
Limpley, Stoke - N.S.	75 0 0	July 29, 1845					
Lydiard Millicent, Mixed - - - N.S.	38 0 0	Jan. 14, 1843					
" " - "	25 0 0	Dec. 8, 1846					
Maddington - N.S.	- - -	- - -	1 4 11½	10 16 8	- -	- - -	5 0 0
Malmesbury, Juvenile and Infant Ch. of Eng.	- - -	- - -	5 8 4	- -	- -	29 0 0	44 2 9
Marden - - N.S.	25 0 0	Dec. 16, 1844					
Marlborough, St. Mary's - - N.S.	210 0 0	Dec. 12, 1850	1 10 11½	80 5 10	- -	345 18 4	
Marlborough, St. Peter's - - N.S.	500 0 0	Oct. 3, 1854	4 9 0	177 0 0	- -	406 12 6	
Melksham - - B.S.	- - -	- - -	3 10 3½	63 15 0	- -	388 16 8	9 13 0
Melksham, Boys, Girls, and Infants N.S.	154 0 0	Aug. 17, 1840	8 1 0½	33 16 8	- -	185 15 10	10 16 0
" - - "	27 4 4	Dec. 31, 1852					
Mere - - N.S.	207 0 0	July 16, 1841	2 15 1½	21 15 0	- -	166 10 0	10 0 0
" - "	40 0 0	Feb. 6, 1846					
Minety, St. Leonard's, Mixed - - N.S.	116 0 0	Nov. 2, 1847					
Monkton Farleigh N.S.	25 0 0	July 22, 1845					
Netheravon - N.S.	- - -	- - -	1 6 8	62 6 8	- -	- - -	8 7 0
Nettleton and Burton, Mixed - - N.S.	69 0 0	Nov. 28, 1850	1 11 3	- -	- -	66 10 0	
Newton, South - N.S.	- - -	- - -	1 0 4	53 1 8			
Nunton - - - N.S.	- - -	- - -	- -	24 0 0			
Patney - - - N.S.	*25 0 0	June 27, 1835					
Pewsey - - - N.S.	*75 0 0	Sept. 30, 1840					
Plaitford, Boys - N.S.	84 0 0	Oct. 25, 1855	1 7 2				
Pool Keynes - - N.S.	80 0 0	Dec. 27, 1847					
" - - "	9 5 0	May 10, 1855					
Purton - - - N.S.	- - -	- - -	3 6 8½	- -	- -	85 0 0	
Redlynch - - N.S.	- - -	- - -	0 18 6	26 0 0	- -	15 0 0	
Salisbury, Model - N.S.	- - -	- - -	- -	26 16 8	- -	27 10 0	
Salisbury - - P.U.	- - -	- - -	- -	- -	- -	5 0 0	
Salisbury, St. Edmund's - - N.S.	*40 0 0	Mar. 14, 1835					
Salisbury, St. Martin's - - - N.S.	21 0 0	Aug. 14, 1851	15 13 4½	133 11 8	27 1 8	705 17 6	
Salisbury Training Diocesan - - -	- - -	- - -	- -	32 0 0			
Salisbury - - Wes.	- - -	- - -	5 10 11	61 10 0	- -	336 13 4	
Seagry - - - N.S.	50 0 0	Feb. 15, 1851					
Semley - - - N.S.	50 0 0	Sept. 11, 1841					
Shaw and Witley N.S.	- - -	- - -	1 3 4				
Sherston Magna - N.S.	130 0 0	June 19, 1846	4 13 4				
Sherston, Infants - B.S.	- - -	- - -	7 18 0½	90 0 0	- -	305 10 0	41 5 0
Southbroom - - N.S.	*50 0 0	July 19, 1834					
Staverton - - N.S.	- - -	- - -	2 14 2	- -	- -	114 4 2	
Steeple Ashton - N.S.	- - -	- - -	- -	17 10 0	- -	28 10 0	
Stert - - - N.S.	20 0 0	Jan. 23, 1841					
Stratford, Sub Castle Mixed - - - N.S.	37 10 0	July 7, 1842					
Stratton, St. Margaret's - - N.S.	*35 0 0	Mar. 11, 1837					
Studley, St. John's N.S.	381 0 0	Oct. 23, 1855					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
WILTSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Sutton Benger - N.S.	42 0 0	Aug. 22, 1850					
Swallowcliffe - N.S.	45 0 0	Jan. 29, 1844					
Swindon, New (Gt. Western Railway), Mixed and Infants N.S.	300 0 0	Apr. 28, 1846	5 13 4½	97 10 0	- -	328 13 4	25 9 0
Swindon, Old, Boys and Girls - - N.S.	*85 0 0	Mar. 20, 1837	4 11 7				
Swindon, Old, Inft. N.S.	- - -	- - -	- - -	31 13 4	- -	90 12 6	18 19 0
Tisbury - - N.S.	175 0 0	July 1, 1843	2 16 2½				
„ - - „	124 0 0	Feb. 26, 1855					
Trowbridge - - B.S.	- - -	- - -	1 18 9	3 15 0	- -	49 10 0	
Trowbridge, Boys and Girls - - - N.S.	726 0 0	May 6, 1846	11 10 5	109 19 2	- -	1,047 4 7	
Trowbridge, Holy Trinity, Girls - N.S.	*105 0 0	Dec. 2, 1837	2 11 2½	- -	- -	451 2 1	
„ „ - „	8 0 0	July 12, 1851					
Upton Scudamore N.S.	*30 0 0	Dec. 18, 1839					
Warminster - B.S.	*155 0 0	Oct. 18, 1837					
Warminster - N.S.	*460 0 0	Sept. 30, 1835	7 6 8	145 1 8	25 0 0	824 0 10	
„ - - „	5 4 8	Dec. 5, 1845					
„ - - „	291 0 0	May 19, 1846					
Westbury, Boys, Girls, and Infants - N.S.	150 0 0	Apr. 1, 1847	3 6 8	57 1 8	- -	542 14 2	
„ - - „	8 2 0	Sept. 26, 1848					
Westbury, Heywood House - N.S.	- - -	- - -	4 1 1½	- -	- -	281 10 0	
Westwood - - N.S.	53 0 0	May 7, 1842	1 1 0				
„ - - „	20 0 0	Nov. 23, 1853					
Whiteparish - N.S.	100 0 0	Oct. 6, 1842	2 0 0				
Wiltshire, North, Schoolmasters' Association -	- - -	- - -	3 18 9½				
Wilton - - N.S.	- - -	- - -	- -	158 14 2	- -	427 2 6	11 6 0
Winterbourne, Earl's N.S.	- - -	- - -	1 17 5				
Winterbourne, Stoke N.S.	- - -	- - -	- -	56 13 4	- -	31 13 4	4 0 0
Wotton Bassett - N.S.	40 0 0	Dec. 21, 1842					
Wraxall, South - N.S.	37 10 0	Apr. 22, 1842					
Wylie - - N.S.	*45 0 0	Feb. 13, 1836					
Zeals - - - N.S.	42 0 0	Oct. 12, 1846	1 0 0½				
WORCESTERSHIRE.							
Alvechurch - - N.S.	- - -	- - -	1 8 11½				
Areley Kings - N.S.	55 0 0	Jan. 27, 1846	1 5 0½				
Badsey and Wickamford, Mixed - -	125 16 0	Feb. 21, 1855	2 0 0				
Bartley Green - N.S.	50 0 0	Oct. 21, 1840					
Bengeworth - - N.S.	150 0 0	Aug. 7, 1847	3 8 3½	25 0 0	- -	121 10 0	
„ - - „	50 0 0	Dec. 6, 1848					
Berrow - - - N.S.	*45 0 0	Apr. 11, 1835					
Bewdley, Far Forest N.S.	60 0 0	Apr. 30, 1840					
Bredicot - - N.S.	100 0 0	Aug. 19, 1845	2 8 5				
„ - - „	30 6 6	Oct. 21, 1848					
Bretforton, Mixed N.S.	75 0 0	Nov. 29, 1848					
Broadheath - N.S.	*18 0 0	Oct. 12, 1836					
Broadway, St. Mary's, R.C.	- - -	- - -	- -	4 11 8			
Bromsgrove - N.S.	*200 0 0	June 28, 1834	5 0 0½	91 0 0	- -	105 10 0	
Bromsgrove, The Lickey - - N.S.	295 0 0	Mar. 29, 1855					
Bromsgrove - - R.C.	- - -	- - -	- -	33 0 0			
Castle Morton - N.S.	102 0 0	Nov. 12, 1849					
Claines - - - N.S.	*100 0 0	Aug. 14, 1841	2 0 0½				
Claines, St. George's N.S.	*123 0 0	Dec. 23, 1845	3 6 8				
Clifton on Teme - N.S.	100 0 0	Dec. 5, 1844	1 5 8				
Cradley - - - N.S.	- - -	- - -	3 0 0				

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	Amount.	Date of Payment.					
WORCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Dodderhill - - N.S.	100 0 0	Oct. 8, 1846	1 11 1½				
" - - "	46 0 0	Mar. 23, 1847					
Droitwich, Coventry Charity - - N.S.	- - -	- - -	- - -	12 0 0			
Droitwich, St. Peter's - - N.S.	- - -	- - -	1 0 0	49 15 0	- -	76 0 0	
Dudley - - B.S.	*400 0 0	Mar. 18, 1835					
Dudley, St. Edmund's N.S.	450 0 0	Sept. 17, 1847	6 4 4½	123 15 0	22 18 4	65 10 0	
Dudley, St. James' N.S.	150 0 0	June 21, 1844					
Dudley, St. John's N.S.	395 0 0	Feb. 23, 1848	3 2 4½				
Dudley, St. Thomas' N.S.	520 0 0	Jan. 4, 1848	12 6 11½	33 9 2	- -	51 10 0	
Eldersfield - - N.S.	- - -	- - -	1 16 8¾				
Evenload - - N.S.	28 0 0	Aug. 20, 1844					
Evesham - - B.S.	160 0 0	June 12, 1846	- -	82 10 0	- -	411 10 0	
Evesham - - N.S.	275 0 0	June 1, 1844	5 12 2¾	24 0 0	- -	92 14 2	
Finstall - - - N.S.	65 0 0	Dec. 19, 1848					
Hagley - - - N.S.	- - -	- - -	5 10 2½	78 0 0	- -	223 2 6	11 15 0
Hales Owen - N.S.	*285 0 0	Dec. 19, 1838	3 19 10				
" - - - "	42 0 0	Mar. 11, 1845					
" - - - "	4 0 0	Mar. 11, 1845					
Hales Owen, at the Quinton, Ch. Ch. N.S.	54 0 0	Aug. 1, 1842	- -	- -	- -	185 6 8	5 14 0
" " - "	10 0 0	Nov. 23, 1844					
" " - "	110 0 0	July 16, 1850					
" " - "	25 0 0	Mar. 9, 1852					
Hallow, Endowed - N.S.	- - -	- - -	1 15 4¾				
Harvington - N.S.	59 0 0	July 19, 1849	2 0 0				
Headless Cross - N.S.	- - -	- - -	- - -	- -	- -	- - -	4 0 0
Holt and Witley - N.S.	*30 0 0	May 5, 1838					
Inkberrow - - N.S.	112 10 0	Feb. 16, 1852	4 10 0	- -	- -	- - -	1 19 0
Kidderminster, St. George's - - N.S.	26 13 4	Aug. 19, 1850	7 18 3½	63 0 0	- -	459 0 0	
" - - "	39 0 0	Oct. 6, 1855					
Kidderminster, St. John's - - N.S.	60 0 0	Jan. 4, 1844					
" " - "	8 6 8	Jan. 18, 1853					
Kidderminster, St. Mary's, Boys and Girls - - - N.S.	50 0 0	Jan. 31, 1851	12 7 4½	119 10 0	- -	640 0 0	
Kidderminster, St. Mary's (Mill Street), Infants - - N.S.	- - -	- - -	- -	14 0 0	- -	114 18 4	
Longdon, Endowed N.S.	116 0 0	Apr. 9, 1850					
Lye - - - N.S.	160 0 0	Jan. 12, 1846	2 3 5½				
Lye (Stamber-Mill), Mixed - - N.S.	230 0 0	Feb. 2, 1853					
" " - "	50 0 0	Apr. 5, 1855					
Malvern, The Link - - N.S.	75 0 0	Sept. 18, 1845					
Malvern, Great, St. Mary's (Barnard's Green), Mixed - N.S.	50 0 0	Dec. 19, 1843	1 0 0				
Malvern Wells, St. Peter's - - N.S.	*50 0 0	Feb. 27, 1839					
Martley - - N.S.	144 0 0	May 26, 1847	2 15 1	8 15 0	- -	- - -	1 0 0
Moreton, Abbot's, Boys and Girls - N.S.	20 0 0	Oct. 25, 1845					
Moseley - - - N.S.	- - -	- - -	2 19 4	11 13 4	- -	20 0 0	
Newbold-on-Stour N.S.	93 0 0	Sept. 28, 1849	1 10 6½	27 0 0	- -	47 10 0	3 10 0
Northfield - - N.S.	*100 0 0	Nov. 24, 1838					
Offenham - - N.S.	- - -	- - -	1 2 9¾	7 0 0	- -	74 3 4	3 4 0
Pershore - - N.S.	32 0 0	Sept. 30, 1848	4 10 10½	76 6 8	- -	321 10 0	
" - - - "	180 0 0	Mar. 11, 1854					
Powick - - - N.S.	*60 0 0	Apr. 29, 1840	2 14 2¾	- -	- -	32 10 0	
" - - - "	13 0 0	Feb. 18, 1847					
" - - - "	13 0 0	Oct. 4, 1853					
Redditch - - N.S.	600 0 0	Nov. 22, 1846	9 16 7½	35 15 10	- -	477 0 10	22 4 0
" - - - "	87 0 0	Sept. 19, 1851					

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	Amount.	Date of Payment.					
WORCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Redmarley - - N.S.	64 0 0	Mar. 10, 1847	- - -	13 0 0	- -	23 15 0	
Ripple - - - N.S.	120 0 0	May 26, 1846					
Romsley, Boys - N.S.	63 0 0	Mar. 29, 1851	1 6 8½				
Salwarpe - - N.S.	- - -	- - -	0 16 8				
Sedgeberrow, Mixed, N.S.	40 0 0	Aug. 28, 1845	0 19 11½				
Shipston-on-Stour N.S.	66 10 0	Feb. 9, 1842	1 17 1	47 16 8	- -	48 2 6	
Stoke Prior - - N.S.	*100 0 0	Mar. 18, 1840					
,, - - ,,	15 0 0	Feb. 3, 1848					
Stourbridge - - N.S.	475 0 0	Feb. 10, 1845	3 9 6½				
Stourbridge (Wollaston Road) Girls B.S.	- - -	- - -	3 0 1	10 0 0			
Stourport, or Lower Mitton, Boys, Girls, and Infants - N.S.	248 0 0	Nov. 22, 1845	- - -	127 0 0	- -	375 17 6	22 4 0
,, ,, ,,	11 6 8	July 13, 1852					
Stowerton - - N.S.	40 0 0	June 30, 1841					
Tardebigge - - N.S.	- - -	- - -	1 5 0	- -	- -	89 7 6	
Tenbury - - N.S.	- - -	- - -	- - -	11 5 0	- -	- - -	3 14 0
Upton-on-Severn - N.S.	50 0 0	Jan. 20, 1841	1 6 6				
,, ,, - ,,	3 1 4	Aug. 12, 1848					
,, ,, - ,,	49 0 0	Feb. 28, 1849					
,, ,, - ,,	90 0 0	June 29, 1852					
Wichenford, Mixed N.S.	67 0 0	Mar. 1, 1849	1 0 0				
Worcester, All Saints', Mixed and Infts. N.S.	250 0 0	July 19, 1848	3 16 0½	16 13 4			
Worcester, Church Schoolmasters' Association - -	- - -	- - -	3 8 10½				
Worcester, St. Andrew's - - N.S.	*200 0 0	March 7, 1835					
Worcester, St. George's - - R.C.	- - -	- - -	1 3 4				
Worcester, St. John's (in Bedwardine), Boys, Girls, and Infants - - N.S.	75 0 0	Apr. 28, 1843	8 15 9½	165 3 4	- -	584 1 8	
,, ,, - ,,	186 6 0	Oct. 19, 1847					
,, ,, - ,,	1 12 0	Sept. 11, 1855					
Worcester, St. Martin's, Boys and Infants N.S.	*250 0 0	July 26, 1837	10 13 4½	164 10 0	- -	399 6 8	
,, ,, - ,,	21 0 0	June 15, 1848					
,, ,, - ,,	50 0 0	Oct. 25, 1853					
Worcester, St. Paul's, Boys and Girls - N.S.	100 0 0	May 2, 1848	8 1 2½				
,, ,, - ,,	7 0 0	Nov. 7, 1848					
,, ,, - ,,	118 0 0	Jan. 25, 1849					
,, ,, - ,,	5 3 4	Feb. 4, 1850					
Worcester, St. Paul's, Infants - - N.S.	- - -	- - -	- - -	8 6 8	- -	125 3 4	
Worcester, St. Peter's (Diglis Street) - N.S.	300 0 0	June 2, 1845	7 19 1½	103 6 8	- -	316 3 4	
,, ,, - ,,	25 0 0	June 25, 1847					
YORKSHIRE.							
Acklam - - N.S.	- - -	- - -	2 6 8½				
Ackworth, Girls - N.S.	- - -	- - -	2 9 11½	15 11 8	- -	132 15 0	
Ackworth, (Lowther's Hospital), Boys - - N.S.	- - -	- - -	2 10 0½	37 10 0	- -	- - -	5 14 0
Addingham - - N.S.	200 0 0	Mar. 17, 1845	5 6 6	- -	- -	34 3 4	33 5 0
,, - - ,,	15 14 6	May 10, 1855					
Adwick-le-Street - N.S.	*60 0 0	June 13, 1835					
Aldborough, and Boroughbridge - N.S.	682 10 0	June 18, 1855	3 15 0½	49 17 6	- -	195 0 0	14 17 0
Aldborough, Ch. of Eng.	- - -	- - -	- - -	20 0 0	- -	- - -	5 10 0

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Allerston - - B.S.	8 1 6	May 22, 1848					
Allerston - - N.S.	*20 0 0	Jan. 13, 1838	0 3 1				
Allerton - - B.S.	200 0 0	June 3, 1846	2 0 0½	- -	- -	5 0 0	17 16 0
Allerton - - N.S.	*73 0 0	Oct. 13, 1838					
Allerton Mauleverer - - - R.C.	- - -	- - -	3 9 5½	82 10 0	- -	107 14 2	
Allerton, North, Boys, Girls, and Infants - - N.S.	330 0 0	Oct. 17, 1844	- -	11 5 0	- -	383 12 1	2 10 0
Almondbury (Central), Boys, Girls, and Infants - N.S.	343 0 0	Apr. 24, 1846	9 8 11	211 5 0	- -	542 5 0	31 18 0
Alverthorpe and Hanshawe - - N.S.	150 0 0	Feb. 15, 1849	3 6 8½	38 6 8	- -	- - -	22 2 0
Ardsley, Mixed - N.S.	60 0 0	Sept. 7, 1841	4 18 5½	20 0 0	- -	210 0 0	6 15 0
„ - - - - „	15 0 0	May 3, 1845					
„ - - - - „	50 0 0	Feb. 28, 1848					
„ - - - - „	5 14 0	Oct. 20, 1854					
„ - - - - „	48 0 0	July 7, 1855					
Arksey - - - N.S.	57 0 0	May 6, 1843					
Armitage Bridge - N.S.	- - -	- - -	4 13 5½	30 2 6	- -	328 10 0	14 7 0
Askern - - - N.S.	- - -	- - -	1 2 6	- -	- -	97 13 2	
Aston - - - N.S.	- - -	- - -	1 0 2½	13 6 8	- -	- - -	2 0 0
Attercliffe - - N.S.	110 0 0	Jan. 18, 1842	18 2 8½	42 18 4	- -	738 11 8	
„ - - - „	20 0 0	Dec. 5, 1845					
„ - - - „	150 0 0	Sept. 27, 1847					
„ - - - „	42 0 0	Feb. 22, 1855					
Atwick - - N.S.	- - -	- - -	1 0 0½				
Austerlands - - N.S.	60 0 0	Sept. 1, 1841					
Ayton, Great, Boys and Girls - - B.S.	140 0 0	June 27, 1846	2 2 1	100 0 0			
Baildon, Mixed - N.S.	150 0 0	Apr. 13, 1852	1 6 8½				
Balby - - - N.S.	- - -	- - -	- -	78 3 4	- -	206 5 0	
Bankfoot, St. Matthew's, Mixed - N.S.	201 13 4	Feb. 18, 1854	2 5 2½	- -	- -	1 13 4	
Bardsey - - - N.S.	- - -	- - -	1 6 8				
Barmby Moor - N.S.	108 0 0	Mar. 11, 1846	1 2 9½	73 15 0	- -	107 10 0	1 8 0
Barmby-on-the-Marsh - - N.S.	*55 0 0	Dec. 6, 1834					
Barmburgh - - N.S.	- - -	- - -	2 6 8½				
Barnoldwick - - N.S.	*150 0 0	Nov. 4, 1837					
Barnsley - - - N.S.	- - -	- - -	- -	- -	- -	368 10 0	
Barnsley, St. George's, - - N.S.	- - -	- - -	9 5 7	16 11 8	- -	449 3 4	
Barnsley, St. John's N.S.	250 0 0	Mar. 29, 1848	4 4 2½	3 5 0	- -	162 3 4	
Barnsley, St. Mary's N.S.	118 0 0	Feb. 20, 1843	1 19 0	5 10 0			
Barnsley, Holyrood R.C.	- - -	- - -	4 15 10½	21 10 0	- -	174 0 0	
Barrow - Ch. of Eng.	- - -	- - -	- -	26 16 8	- -	15 0 0	
Barwick-in-Elmet - N.S.	- - -	- - -	2 8 0½	20 12 6	- -	20 0 0	5 0 0
Batley - - - N.S.	140 0 0	May 29, 1848	2 0 0				
Batley, Mixed - Wes.	616 17 6	July 13, 1854	9 19 2	- -	- -	- - -	15 1 0
Batley Carr, Boys, Girls, and Infants N.S.	400 0 0	Sept. 24, 1846	2 18 4				
Battyeford, Ch.Ch. (in Mirfield), Boys and Girls - N.S.	175 0 0	Dec. 28, 1841	7 16 1½	91 13 4	- -	47 10 0	9 7 0
„ - - - „	157 0 0	Nov. 26, 1844					
Bedale, Boys and Girls - - N.S.	188 0 0	June 3, 1846	- -	- -	- -	126 3 4	39 14 0
Beeford, Boys, Girls, and Infants - N.S.	42 10 0	Jan. 20, 1847	1 16 8½	11 18 4	- -	- - -	2 15 0
Beverley, Mixed - Wes.	191 0 0	Apr. 8, 1852	9 8 5½	111 0 0	- -	258 10 0	
Beverley, Beckside, Infants - - N.S.	86 0 0	Aug. 24, 1852					
Beverley Minster, Boys - - - N.S.	300 0 0	Feb. 24, 1849	8 18 5½	22 18 4	- -	390 5 0	
Beverley, St. Mary's and St. Nicholas' - N.S.	219 0 0	Apr. 11, 1850	8 7 1½	121 13 4	- -	339 13 4	
Beverley (Wood Street), Girls - N.S.	100 0 0	June 9, 1841					

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bierley, Boys and Girls - - - N.S.	- - -	- - -	4 16 11½	45 0 0	- -	32 10 0	14 2 0
Bierley, Sticker Lane - - - N.S.	- - -	- - -	2 8 11				
Bingley - - N.S.	- - -	- - -	3 9 7½				
Birkenshaw, Boys, Girls, and Infants N.S.	*75 0 0	July 11, 1840					
" " - "	*45 0 0	Sept. 6, 1842					
" " - "	100 0 0	May 8, 1846					
" " - "	192 0 0	Mar. 19, 1852					
" " - "	36 7 6	Sept. 23, 1852					
Birstal - - - N.S.	339 0 0	Nov. 10, 1848	4 16 0	72 10 0	- -	140 10 0	29 8 0
" - - "	6 0 0	July 5, 1852					
Bishopthorpe - N.S.	- - -	- - -	- - -	- - -	- -	19 3 4	
Bolsterstone - - N.S.	200 0 0	Dec. 28, 1852	3 6 8	20 0 0	- -	15 0 0	3 19 0
Bolton-on-Dearne, Mixed - - N.S.	54 0 0	Nov. 30, 1841	1 10 0				
Boothbanks - - N.S.	- - -	- - -	1 3 4½				
Boston, Clifford, and Bramham - - Wes.	168 17 6	Mar. 19, 1853	2 0 0	51 0 0	- -	32 10 0	8 12 0
Bowling, St. John's N.S.	- - -	- - -	- - -	7 10 0			
Bracewell - - N.S.	36 0 0	Mar. 13, 1845					
Bradford (Boro') West, Boys and Girls - - - B.S.	240 0 0	June 15, 1844	3 2 8½	39 8 4	- -	110 0 0	
" " "	160 0 0	Oct. 3, 1848					
Bradford, Ch. Ch. Boys, Girls, and Infants - - N.S.	454 10 0	Feb. 19, 1853	3 8 8½	43 0 0	- -	29 0 0	
Bradford (Daisy Hill) Boys and Girls - N.S.	300 0 0	Aug. 3, 1844	1 10 1				
Bradford, Hill Top, (Low Moor) Infants N.S.	65 0 0	Apr. 16, 1844					
" " " - "	30 0 0	July 18, 1844					
" " " - "	89 0 0	Sept. 14, 1849					
" " - "	44 10 0	Mar. 18, 1850					
Bradford (Low Moor) Boys and Girls - N.S.	- - -	- - -	4 13 0½	- -	- -	527 1 8	
Bradford (Manchester Road) Model Factory, Boys, Girls, and Infants - N.S.	80 0 0	Dec. 17, 1850	16 17 9½	199 6 8	- -	1,168 1 8	
Bradford (Messrs. Walkers' Factory) N.S.	- - -	- - -	14 12 8½	103 10 0	64 11 8	517 13 4	
Bradford (New Leeds) Boys and Girls - N.S.	357 0 0	June 25, 1846	9 4 1½	22 0 0	- -	172 15 10	
Bradford, Richmond Terrace - - Wes.	- - -	- - -	- - -	18 15 0	- -	5 0 0	
Bradford, St. James' N.S.	- - -	- - -	5 15 2½	11 13 4	- -	455 18 4	
Bradford, St. Jude's, Boys and Girls - N.S.	406 0 0	Aug. 4, 1846	7 1 3½	7 3 4	- -	389 6 8	
" " - "	44 10 0	Oct. 13, 1855					
Bradford (Stott Hill) N.S.	- - -	- - -	9 8 4½	134 15 10	- -	653 15 0	
Bramley, Boys and Girls - - N.S.	398 0 0	Jan. 30, 1850	2 11 8½	49 10 0	- -	61 10 0	
Bramley - - Wes.	- - -	- - -	3 9 10½	115 0 0	- -	200 0 0	
Bramley Whitecote, Boys and Girls - N.S.	125 0 0	May 9, 1848					
Brampton Bierlow N.S.	- - -	- - -	4 6 1½	6 5 0	- -	300 13 4	30 19 0
Brantingham-cum-Ellerker - - N.S.	70 0 0	Jan. 27, 1846	2 10 9½				
Brawby, Boys - N.S.	66 0 0	Dec. 29, 1854					
Bretton, (Monk), Boys and Girls - N.S.	200 0 0	Nov. 28, 1846	1 10 0				
Bridlington - - N.S.	- - -	- - -	4 1 8½	59 11 8	- -	88 16 8	19 10 0
Bridlington, Infant N.S.	- - -	- - -	- - -	3 6 8			
Bridlington Quay - Wes.	17 11 0	Nov. 23, 1853	3 10 6½	48 15 0	25 0 0	176 0 0	18 12 0
Bridlington Quay, Ch. Ch., Boys and Girls - - - N.S.	330 0 0	July 12, 1850	1 19 11½	16 10 0	- -	75 0 0	6 12 0

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brighouse, Infants N.S.	*150 0 0	Dec. 24, 1836	2 6 8				
„ - - „	18 0 0	Oct. 21, 1845					
Brockholes - - N.S.	*64 0 0	July 27, 1839					
Brompton - - B.S.	150 0 0	May 15, 1841					
Brompton-on-Swale N.S.	- - -	- - -	1 0 11				
Broughton - - R.C.	- - -	- - -	2 8 11½	94 13 4	- -	94 3 4	7 2 0
Burley in Wharfdale (near Otley), Mixed - - - N.S.	20 0 0	June 17, 1845	3 14 11	27 5 0	- -	257 10 0	35 0 0
Burley (near Leeds) Mixed - - - N.S.	238 0 0	Aug. 17, 1847	5 6 11½	97 16 8	- -	308 15 0	
Burley, Township - B.S.	- - -	- - -	3 10 0½	- -	- -	146 0 0	14 3 0
Burlington Quay - B.S.	*100 0 0	Mar. 29, 1837					
Burneston, En., Boys N.S.	70 0 0	July 26, 1853	1 13 4¼				
Burnlee, Infants - N.S.	100 0 0	Aug. 17, 1852					
Burton Agnes - N.S.	*48 0 0	Jan. 3, 1835	- - -	17 0 0	- -	82 10 0	5 16 0
Burton Constable - R.C.	- - -	- - -	1 1 4¼				
Burythorpe - - N.S.	- - -	- - -	1 1 4¼	102 0 0	- -	230 6 8	2 0 0
Buslingthorpe Boys and Girls - - N.S.	*95 0 0	Aug. 21, 1848	9 1 8½	70 0 0	- -	576 10 0	
„ „ - - „	37 0 0	May 24, 1852					
Calverley - - N.S.	- - -	- - -	3 11 3	- -	- -	280 0 0	28 18 0
Calverley - - Wes.	- - -	- - -	2 3 4½				
Cantley, Boys and Girls - - - N.S.	88 0 0	Mar. 7, 1848					
Carcroft (in Owston) Boys and Girls - N.S.	53 0 0	April 17, 1843	- - -	- -	- -	52 10 0	
Carlton - - - R.C.	- - -	- - -	2 1 8	- -	- -	32 10 0	
Carlton in Coverham - - - N.S.	*55 0 0	Mar. 2, 1836					
Carlton Miniott, Boys and Girls - N.S.	73 10 0	Jan. 5 1850	1 6 8½				
Castleford - - N.S.	*39 0 0	Jan. 19, 839	3 0 0	22 10 0	- -		11 0 0
Catwick - - - N.S.	45 0 0	Nov. 15, 1847				- - -	
Cave, North, Boys N.S.	- - -	- - -	1 4 0	60 10 0	- -	- - -	14 5 0
Cave, North, Girls N.S.	- - -	- - -	2 0 10	41 0 0	- -	52 10 0	5 5 0
Choppards and Holmfirth - - N.S.	*80 0 0	Feb. 15, 1840					
Clayton - - - N.S.	- - -	- - -	3 2 0	25 0 0	- -	- - -	9 18 8
Cleckheaton - - B.S.	*175 0 0	Mar. 14, 1835					
Cleckheaton, Boys and Girls, Mixed - N.S.	*200 0 0	Mar. 7, 1835	4 1 7½	68 0 0	- -	212 0 0	38 2 0
„ „ - „	220 0 0	Sept. 4, 1847					
„ „ - „	10 12 6	June 22, 1848					
„ „ - „	4 10 0	Oct. 16, 1850					
„ „ - „	20 0 0	Dec. 1, 1851					
„ „ - „	19 8 0	Oct. 20, 1854					
Clifford - - - N.S.	- - -	- - -	1 17 6	31 12 6	- -	32 10 0	
Clifford, St. Edward's - - R.C.	- - -	- - -	2 16 9½	- -	- -	47 1 8	
Clifton - - - N.S.	33 0 0	Dec. 13, 1841					
Coley - - - N.S.	225 0 0	Feb. 22, 1845	5 6 3½	84 19 2	- -	174 8 4	11 19 0
Conisborough, Infant N.S.	- - -	- - -	- -	- -	- -	- - -	2 0 0
Conouley in Kildwick, Mixed - N.S.	110 0 0	July 13, 1846	2 1 1½	59 2 6	- -	116 5 0	14 0 0
Cottingham - - N.S.	*100 0 0	Mar. 30, 1836	5 0 0½	21 5 0	- -	86 3 4	12 17 0
Cowling, Cross Hills, Mixed - - - N.S.	192 0 0	Sept. 16, 1847	1 9 6	15 0 0	- -	98 15 0	
Cowton, East, Boys and Girls - - N.S.	50 0 0	Mar. 25, 1843	1 1 4				
Crakehill District, Mixed - - - N.S.	- - -	- - -	1 7 5				
Crayke - - - N.S.	- - -	- - -	- - -	46 11 8			
Croft - - - N.S.	100 0 0	Dec. 18, 1845	5 10 2½	122 7 6	- -	111 17 6	13 4 0
„ - - - - „	65 2 6	Mar. 29, 1851					
„ - - - - „	19 0 0	Oct. 25, 1855					
Crosland, South - N.S.	*115 0 0	Jan. 27, 1836	2 14 8½				
Cross Pool - - -	- - -	- - -	1 18 11½	- -	- -	25 16 8	
Cross Stone - - N.S.	250 0 0	Jan. 20, 1847	1 6 10½	- -	- -	90 13 4	

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cullingworth, Mixed, N.S.	152 0 0	Oct. 6, 1848					
Cullingworth, Boys and Girls, - - Wes.	- - -	- - -	5 0 0	- -	- -	129 3 4	
Dalton - - - N.S.	*37 0 0	Jan. 29, 1840	1 1 2				
" - - - "	45 0 0	Mar. 11, 1846					
Darfield, Mixed - N.S.	103 0 0	Nov. 15, 1842	7 18 2	- -	- -	100 0 0	9 16 0
Darnall, Boys, Girls, and Infants - N.S.	144 0 0	Apr. 7, 1840					
" " - "	9 15 6	Oct. 28, 1845					
Denby Grange - N.S.	- - -	- - -	3 10 2½	7 10 0	- -	324 0 0	30 14 0
Denholme Gate, Boys and Girls - - N.S.	208 0 0	Dec. 2, 1847	1 8 8	- -	- -	- - -	25 17 0
Dent - - - N.S.	180 0 0	Dec. 31, 1845					
Dewsbury (Middle Parish), Mixed and Infants - N.S.	430 0 0	Sept. 13, 1843	8 3 1	162 18 4	- -	482 0 0	
" " - "	20 0 0	Mar. 29, 1845					
Dewsbury Moor - N.S.	*110 0 0	Feb. 2, 1839					
Dewsbury, West Town, Mixed and Infants - - N.S.	670 18 6	Sept. 15, 1855					
Dodworth, Town Boys - - - -	- - -	- - -	2 13 11½	- -	- -	150 6 8	
Dodworth, Girls & Infants - - N.S.	250 0 0	July 17, 1850	1 12 4½	- -	- -	119 10 0	4 13 0
" " - "	3 9 4	Feb. 15, 1855					
Doncaster - - B.S.	*300 0 0	Feb. 14, 1835	17 13 0	149 10 0	- -	1,017 5 0	
" - - "	175 0 0	Mar. 23, 1848					
" - - "	19 10 0	Feb. 15, 1855					
Doncaster, Boys, Girls, and Infants N.S.	170 0 0	Mar. 25, 1844	6 3 6	219 5 0	- -	1,159 0 0	
" " - "	10 0 0	Apr. 4, 1848					
" " - "	10 0 0	Mar. 23, 1849					
" " - "	90 0 0	Dec. 8, 1855					
Doncaster - - R.C.	- - -	- - -	1 13 4				
Doncaster, Ch. Ch., Boys, Girls, and Infants - - N.S.	424 10 0	Apr. 30, 1852	4 19 5½	123 7 6	- -	225 10 0	
Doncaster (Great Northern Railway Company's) - - N.S.	- - -	- - -	9 4 3	11 5 0	- -	14 11 8	
Draughton - - N.S.	100 0 0	Dec. 2, 1851					
Driffield, Great - N.S.	516 0 0	Sept. 6, 1855	4 4 11½				
Dringhouses, St. Edward's - - N.S.	- - -	- - -	1 10 0	115 10 0	- -	6 5 0	5 19 0
Easington - - N.S.	*28 0 0	Dec. 6, 1834					
Eastoft, Mixed - N.S.	82 10 0	Jan. 6, 1849	- -	- -	- -	52 10 0	
" " - "	5 1 0	Jan. 25, 1849					
Eastrington, Mixed, N.S.	89 0 0	Apr. 25, 1845					
Eccup, Mixed - N.S.	76 0 0	July 17, 1847					
Ecclesfield, High Green, Boys and Girls - - - B.S.	101 0 0	Apr. 23, 1845	6 2 6½	101 4 2	- -	227 0 0	11 6 0
" " - "	100 0 0	Aug. 10, 1848					
Ecclesall, Mixed - N.S.	*100 0 0	Aug. 20, 1834	2 17 11	112 0 0	- -	194 10 10	
Ecclesall, Greystones - - N.S.	- - -	- - -	- -	48 6 8	- -	197 16 8	
Ecclesall, Parsonage, Girls - - - N.S.	- - -	- - -	2 5 3½	- -	- -	183 16 8	
Eccleshill, Mixed - N.S.	150 0 0	Apr. 9, 1844	5 8 4½				
Eiland, Boys and Girls - - - N.S.	500 0 0	Feb. 3, 1847	10 8 6	224 8 4	- -	568 15 0	33 10 0
" " - "	10 0 0	Feb. 25, 1851					
" " - "	13 6 8	July 26, 1853					
Elsecar, Boys, Girls and Infants - N.S.	222 0 0	Aug. 30, 1852	4 19 1½	64 18 4	- -	181 1 8	34 12 0
Embsay cum Eastby, St. Mary's - - N.S.	126 0 0	May 3, 1849	4 3 11½	31 10 0	- -	214 5 10	12 7 0
" - - "	57 0 0	Dec. 27, 1850					

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Escrick - - N.S.	- - -	- - -	- - -	70 0 0	- -	373 15 10	
Farnley, Boys, Girls, and Infants - N.S.	336 0 0	Apr. 13, 1848					
Farnley Tyas, Mixed, N.S.	- - -	- - -	1 13 4				
Farsley, St. John's, Boys and Girls - N.S.	236 0 0	Sept. 20, 1848	2 17 7½	- -	- -	- - -	17 4 0
Fenton - - - N.S.	*40 0 0	Sept. 23, 1840					
Filey - - - Wes.	- - -	- - -	- - -	46 6 0			
Flamborough - N.S.	100 0 0	Nov. 5, 1846					
Flockton (Manor House) - - B.S.	- - -	- - -	3 2 8½	12 0 0	- -	102 9 2	2 15 0
Foston - - - N.S.	25 0 0	Oct. 9, 1844					
Friday Thorpe - N.S.	26 0 0	Nov. 27, 1841					
Frodingham, North, Boys - - - N.S.	85 0 0	Nov. 25, 1845	- - -	- - -	- -	15 0 0	
Fulford - - - N.S.	35 0 0	Feb. 12, 1845					
Fullwood - - N.S.	45 0 0	Oct. 16, 1841	1 8 8				
Garforth - - Wes.	- - -	- - -	2 10 0½	37 12 6	- -	1 13 4	5 0 0
Gargrave, Boys and Girls - - - N.S.	248 7 8	April 3, 1848	5 0 11½	151 0 0	- -	216 13 4	24 11 0
Gargrave, St. Mary's R.C.	- - -	- - -	0 18 8½				
Garsdale, Boys and Girls - - - N.S.	54 0 0	Dec. 22, 1841					
Garthorpe, Mixed - N.S.	- - -	- - -	- - -	- - -	- -	73 6 8	
Gawthorpe - - N.S.	123 10 0	Dec. 15, 1841					
Giggleswick - - -	- - -	- - -	- - -	- - -	- -	- - -	8 14 0
Gildersome, Mixed N.S.	*73 0 0	May 20, 1840					
" " - "	16 10 0	Sept. 28, 1840					
" " - "	10 0 0	Apr. 6, 1846					
" " - "	6 10 0	Nov. 18, 1847					
Gilling, Mixed - N.S.	208 0 0	Dec. 23, 1848	1 11 0½	90 0 0	- -	338 2 6	49 17 0
Gomersall (Little) Mixed - - - N.S.	170 0 0	Apr. 9, 1844	- - -	- - -	- -	124 10 0	18 3 0
Goole - - - Wes.	- - -	- - -	8 17 6	92 10 0	- -	384 10 0	39 8 0
Goole, St. John's, Boys, Girls, and Infants - - N.S.	288 0 0	June 15, 1847	3 1½ 3½	57 10 0	- -	395 5 0	6 12 0
Grassington - - N.S.	110 0 0	July 31, 1846	4 3 3½	6 13 4	- -	244 17 6	16 1 0
" - - -	50 0 0	May 19, 1852					
Greetland - - Wes.	- - -	- - -	8 11 4	10 0 0	- -	377 16 8	50 15 0
Grewelthorpe, Mixed N.S.	*36 0 0	Oct. 21, 1837	1 2 0½				
Grimstone (Lady Londesborough's) - -	- - -	- - -	- - -	15 11 8			
Grindleton - - N.S.	*30 0 0	June 3, 1838					
Grosmont - - N.S.	54 0 0	Apr. 2, 1846	1 6 8½				
Guisborough (Providence) - - - N.S.	- - -	- - -	- - -	- - -	- -	4 16 3	1 16 0
Guisley - - - N.S.	*160 0 0	Dec. 15, 1841	6 8 3	49 10 0	- -	210 15 0	15 0 0
Hainsworth - - B.S.	*40 0 0	Dec. 3, 1836					
Halifax (Copley's Factory), Mixed Ch. of E.	- - -	- - -	23 13 1½	112 9 2	- -	469 18 4	
Halifax, Great Albion Street, Boys and Girls - - B.S.	350 0 0	May 5, 1845	7 19 8½				
Halifax, Holy Trinity, Boys and Girls - N.S.	- - -	- - -	7 3 9½	20 16 8	- -	556 15 10	
Halifax, (Queen's Head), Boys and Girls - - - N.S.	400 0 0	Nov. 2, 1848	16 2 3½	111 6 8	- -	427 0 0	
Halifax, Haley Hill Shed - - - Ch.S.	- - -	- - -	32 12 5½	63 5 0	- -	506 0 0	
Halifax, Haley Hill, Night-school - -	- - -	- - -	- - -	6 0 0			
Halifax, St. James', Cross Hills, Boys and Girls - - N.S.	432 0 0	Feb. 25, 1845	10 12 1½	166 0 0	11 13 4	1,051 0 0	

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Halifax, St. James', Victoria, Girls and Infants - - - N.S.	*300 0 0	Jan. 18, 1840	5 8 7½	138 5 0	- -	883 10 0	
Halifax, South-east Parish, Boys, Girls, and Infants - - N.S.	513 0 0	July 16, 1845	8 13 11½	186 6 8	- -	844 1 8	
Hallam, Upper - B.S.	*30 0 0	Nov. 8, 1834					
Halton, Mixed - N.S.	35 0 0	Aug. 30, 1851	4 17 4½				
Hanging-Heaton, Mixed - - - N.S.	130 0 0	Dec. 13, 1845	2 10 8½				
" " - "	74 0 0	May 9, 1851					
Harewood - - N.S.	- - -	- - -	- -	111 5 0			
Harrogate, High, Mixed - - - N.S.	*100 0 0	July 22, 1837	2 15 10	- -	- -	85 0 0	5 10 0
" " - "	100 0 0	Aug. 3, 1841					
Harrogate, Low, St. Mary's - - N.S.	*50 0 0	June 7, 1837	4 2 7	78 7 6	- -	52 10 0	7 0 0
Hawes - - - N.S.	135 0 0	Mar. 17, 1847	1 5 2½	- -	- -	32 10 0	7 8 0
" - - - "	16 0 0	Nov. 18, 1847					
Haworth, Mixed - N.S.	27 0 0	Oct. 25, 1851	4 16 3½	13 15 0	- -	442 15 0	55 5 0
Haworth - - B.S.	*125 0 0	Oct. 14, 1837					
Haworth - - Wes.	- - -	- - -	7 12 6½	33 0 0	- -	240 19 2	49 15 0
Headingley, Glebe, Girls - - - N.S.	45 0 0	Feb. 15, 1848	2 14 10½	48 13 4	- -	117 10 0	
Headingley, Town, Boys - - - N.S.	187 0 0	Apr. 7, 1848	5 0 1	59 2 6	- -	201 18 4	
" - - - "	46 0 0	June 28, 1855					
Heath - - - Par.	- - -	- - -	2 6 8½	55 0 0	- -	15 0 0	6 7 0
Heaton, Earl's, Boys and Girls - - N.S.	290 0 0	Jan. 22, 1847	4 2 5½	108 2 6	- -	207 3 4	6 0 0
Hedon - - - N.S.	*90 0 0	Dec. 23, 1837					
Heeley - - - N.S.	- - -	- - -	1 11 6½	33 15 0	- -	95 8 4	3 10 0
Helmsley - - Wes.	- - -	- - -	2 0 0	- -	- -	5 0 0	9 14 0
Hessay, Boys and Girls - - - N.S.	45 0 0	Jan. 31, 1852					
Holbeck and Wortley, Boys and Girls B.S.	150 0 0	Aug. 19, 1843					
Holme - - - R.C.	- - -	- - -	1 6 8½				
Holme - - - Wes.	- - -	- - -	2 6 9	3 15 0	- -	- - -	7 11 0
Holme (Lane End) B.S.	*60 0 0	Oct. 14, 1837					
Holme Bridge - N.S.	180 0 0	Nov. 22, 1842	1 19 11	- -	- -	- - -	5 18 0
" - - - "	30 0 0	July 11, 1845					
Holme on Spalding Moor, Boys and Girls - - - N.S.	- - -	- - -	2 2 3½				
Holmfirth - - Wes.	- - -	- - -	5 9 1½	78 7 6	- -	161 10 0	7 0 0
Honley, Boys, Girls, and Infants - N.S.	500 0 0	Aug. 12, 1846	1 5 6				
Horbury - - N.S.	- - -	- - -	5 1 8	181 3 4	- -	385 0 10	29 7 0
Hornsea, Boys and Girls - - - N.S.	200 0 0	Mar. 31, 1845	2 0 0½	87 0 0	- -	15 0 0	3 7 0
Horseforth Town - N.S.	- - -	- - -	2 13 4				
Horton, Great, Mixed and Infants (Richmond Terrace) - Wes.	394 2 6	Oct. 18, 1853	11 19 8½	18 15 0	- -	34 0 0	
Howden, Mixed - Wes.	238 0 0	May 11, 1850	8 11 8½	53 15 0	- -	284 10 0	25 13 0
Hoyland, High, Boys and Girls - - -	- - -	- - -	7 7 10	94 10 0	- -	457 8 4	10 19 0
Hoylandswaine, Mixed, N.S.	135 0 0	Dec. 13, 1850	1 14 0½	48 15 0	- -	15 0 0	13 10 0
Hoyle-Mill, Infants N.S.	193 0 0	Nov. 14, 1854	2 0 0				
Huddersfield - B.S.	*250 0 0	Sept. 28, 1839					
Huddersfield (Longroyd Bridge) - N.S.	- - -	- - -	10 1 7½	148 6 8	- -	495 11 8	
Huddersfield (Lower Houses), Mixed - N.S.	100 0 0	June 16, 1847	2 10 8				
Huddersfield, St. Paul's, Boys, Girls, and Infants - N.S.	600 0 0	Sept. 1, 1848	9 5 6½	178 13 4	- -	624 5 10	

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	Amount	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Huddersfield (Seed Hill), St. Peter's, Boys, Girls, and Infants - - N.S.	*170 0 0	Jan. 22, 1840	7 13 5½	186 6 8	- -	926 16 3	
" " - "	204 0 0	Aug. 22, 1846					
Huddersfield, Trinity, Infants - N.S.	82 10 0	Jan. 5, 1844	7 1 2½	166 8 4	- -	771 3 4	
Hull (Canning Street) Boys and Girls - R.C.	- - -	- - -	8 2 6	49 15 10	- -	499 16 8	
Hull, Edward Street (Dock Green Head), Boys and Girls - B.S.	*305 0 0	July 31, 1834					
Hull (Holderness Ward) - - B.S.	*200 0 0	Feb. 1, 1840	13 15 3½	105 5 0	- -	761 18 4	
Hull, Holy Trinity (Vicar Lane), Boys and Girls - - -	- - -	- - -	4 13 11½	30 0 0	- -	196 10 0	
Hull, Nautical - -	- - -	- - -	- -	6 13 4	- -	5 0 0	
Hull (Salthouse Lane), Boys and Girls - - - N.S.	450 0 0	Dec. 23 1852	19 2 11½	44 9 2	- -	614 16 3	
" " - "	20 0 0	Oct. 4, 1853					
Hull (South Myton) Wes.	420 0 0	Feb. 19, 1851	25 0 2½	106 3 4	- -	596 15 0	
Hull, St. James', Boys, Girls, and Infants - - N.S.	690 0 0	Feb. 26, 1845	17 17 10	41 0 0	- -	945 16 8	
" " - "	218 10 0	Sept. 11, 1849					
Hull, St. John's (late Savings Bank B.S.), (a) N.S.	359 0 0	Jan. 25, 1854	20 11 5	141 5 0	- -	290 18 4	
" " - "	170 0 0	Sept. 15, 1855					
Hull, St. Mark's - N.S.	183 0 0	Oct. 7, 1853	2 19 9½	65 19 2	- -	610 3 4	
Hull, St. Mary's - N.S.	*187 0 0	Dec. 29, 1838					
Hull, St. Stephen's, Collier Street - N.S.	221 0 0	Feb. 26, 1842	26 15 2½	97 11 8	- -	1,178 2 0	
" " - "	22 10 0	Oct. 3, 1848					
Hunmanby " - N.S.	- - -	- - -	3 3 6½	7 10 0	- -	6 5 0	
Hunsingore - - N.S.	- - -	- -	2 6 2½				
Husthwaite - - N.S.	*40 0 0	Jan. 30, 1839					
Hutton Cranswick N.S.	75 0 0	Feb. 26, 1845					
" " - "	33 10 0	Dec. 30, 1850					
Hutton, Sheriff - Wes.	- - -	- - -	6 2 9½	56 0 0	- -	181 6 8	7 16 0
Hutton's Ambo, Mixed - - N.S.	20 0 0	Aug. 4, 1842					
Hutton in Rudby - N.S.	*80 0 0	Dec. 14, 1836					
Idle - - - N.S.	300 0 0	Dec. 7, 1847	5 11 7	- -	- -	222 6 8	28 5 0
Ingleton, Boys and Girls - - N.S.	159 0 0	Sept. 13, 1848	2 13 4½				
Ingrow - - - N.S.	200 0 0	Aug. 26, 1845	11 6 9½	19 3 4	- -	500 10 0	50 0 0
Keighley - - N.S.	*650 0 0	Mar. 4, 1835	25 6 10½	133 10 0	50 0 0	691 15 0	
Keighley - - B.S.	*81 0 0	Apr. 15, 1835					
Keighley - - Wes.	- - -	- - -	- -	- -	- -	35 13 4	
Kelbrooke - - N.S.	50 0 0	Feb. 27, 1841					
Keyingham - - N.S.	*35 0 0	Aug. 29, 1835	2 1 8	- -	- -	81 18 4	
Kildwick - - N.S.	- - -	- - -	2 19 6½	97 10 4	17 3 4	103 6 8	25 7 0
Kilham - - N.S.	150 0 0	Apr. 2, 1849	- -	15 0 0			
Kilnhurst - - N.S.	*50 0 0	Apr. 20, 1836	1 13 4				
Kingcross, St. Paul's, Boys, Girls, and Infants - - N.S.	396 0 0	May 24, 1840	5 5 4	219 11 8	- -	768 10 0	
" " - "	200 0 0	July 14, 1852					
Kirkburton, Girls - N.S.	80 0 0	Feb. 5, 1845	9 5 8½	55 0 0	- -	325 0 0	
" " - "	7 19 6	Nov. 18, 1847					
Kirkburton, Boys - N.S.	- - -	- - -	- -	- -	- -	124 10 0	
Kirkby Malzeard - N.S.	- - -	- - -	1 13 4				
Kirkby Misperton - N.S.	*50 0 0	Mar. 4, 1835					
Kirkby Ravensworth N.S.	40 0 0	Jan. 1, 1842					
Kirkheaton - - N.S.	337 0 0	Dec. 3, 1846	2 13 4½				
Kirklington, Mixed Par.	- - -	- - -	3 6 8				

(a) Savings Bank British School sold to managers of St. John's N.S., Hull.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kirksmeaton - - N.S.	75 0 0	Feb. 11, 1852	3 7 2	- -	- -	52 10 0	4 19 0
Kirkstall, Ch. Ch., Infants - - N.S.	- - -	- - -	3 2 11½	91 18 4	- -	343 8 4	
Kirkstall, St. Stephen's, Boys and Girls - N.S.	400 0 0	Mar. 17, 1846	15 11 0½	253 3 4	- -	1,047 0 0	
Knaresborough - N.S.	*135 0 0	April 5, 1838					
Knaresborough, St. Mary's - - R.C.	- - -	- - -	- -	- -	- -	15 0 0	
Knottingley - N.S.	290 0 0	Mar. 31, 1843					
" - - "	50 0 0	July 2, 1845					
" - - "	15 0 0	July 20, 1847					
Langtoft, Mixed - N.S.	53 0 0	May 30, 1846					
Laughton-en-le-Morthen, Endowed - N.S.	60 0 0	Sept. 25, 1850	1 3 4				
Laughaurgh, West, Boys and Girls - Par.	116 7 6	Mar. 17, 1855	3 0 10	33 2 6	- -	2 10 0	7 0 0
Leathley - - N.S.	- - -	- - -	- -	25 10 0	- -	- - -	2 3 0
Leavening - - N.S.	- - -	- - -	1 13 4½				
Leeds, All Saints' (York Road) - N.S.	490 0 0	Apr. 7, 1848	2 9 11½	44 0 0	50 0 0	158 17 6	
Leeds (Basinghall Street) - - B.S.	- - -	- - -	2 5 9	10 0 0	- -	91 5 0	
Leeds, Ch. Ch. - N.S.	370 0 0	May 26, 1842	9 1 7	30 0 0	- -	961 6 8	
Leeds (Darley Street) Wes.	550 0 0	Apr. 20, 1849	12 4 0½	105 13 4	- -	530 6 8	
" " - "	182 0 0	Dec. 27, 1850					
Leeds (Edgar Street), Boys and Girls - B.S.	510 0 0	Dec. 13, 1845					
Leeds, Little Holbeck (Marshall's Factory) - - N.S.	- - -	- - -	33 8 9½	205 3 4	135 8 4	830 19 2	
Leeds, Holbeck, St. Matthew's, Boys, Girls, and Infants N.S.	*250 0 0	Oct. 13, 1840	1 16 3½	50 0 0	- -	186 15 0	
" " - "	392 0 0	Feb. 15, 1850					
Leeds, Hunslet, Boys, Girls, and Infants N.S.	512 0 0	Oct. 17, 1843	2 9 1½	63 0 0	- -	241 9 2	
" - - "	130 0 0	July 27, 1844					
Leeds (Little London), St. Matthew's, Boys and Girls - N.S.	*75 0 0	Aug. 26, 1837	4 5 1½	122 0 0	- -	300 6 8	
" " - "	165 0 0	June 19, 1850					
Leeds (Meadow Lane), Boys, Girls, and Infants - - Wes.	- - -	- - -	3 10 0½				
Leeds, Newtown, St. Mary's, Boys, Girls, and Infants - N.S.	500 0 0	Dec. 13, 1847	9 18 10½	107 5 0	- -	736 15 0	
" " - "	50 0 0	July 17, 1848					
" " - "	11 6 8	Aug. 6, 1850					
Leeds, School Street, Wes.	- - -	- - -	6 2 6	24 0 0	- -	186 3 4	
Leeds, St. Andrew's, Boys, Girls, and Infants - - N.S.	15 0 0	Feb. 11, 1847	7 4 6½	294 13 4	- -	863 18 4	
" " - "	502 0 0	Mar. 9, 1847					
Leeds, St. George's N.S.	350 0 0	Dec. 6, 1841	17 12 9	276 10 10	- -	1,130 6 8	
Leeds, St. James', Boys, Girls, and Infants - - N.S.	500 0 0	Apr. 7, 1845	9 4 0½	134 2 6	- -	462 17 6	
Leeds, St. Luke's, Mixed - - N.S.	50 0 0	June 28, 1842					
Leeds, St. Mary's, Quarry Hill, Boys, Girls, and Infants N.S.	*120 0 0	Jan. 22, 1840	12 4 10½	53 6 8	- -	628 5 0	
" " - "	160 0 0	Mar. 15, 1849					
Leeds, St. Mary's, Infants (Carver Street)	101 0 0	Feb. 6, 1847					
Leeds, St. Patrick's R.C.	- - -	- - -	6 14 5½	- -	- -	271 16 8	
Leeds, St. Paul's, - N.S.	398 5 0	Sept. 6, 1851	6 13 4½	118 15 0	- -	271 0 0	
Leeds, St. Peter's - N.S.	- - -	- - -	6 15 9½	81 1 8	- -	764 1 8	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books nd Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Leeds, St. Philip's - N.S.	257 0 0	Dec. 21, 1840	12 6 8½	114 6 8	50 0 0	579 0 0	
" " - "	256 0 0	Mar. 19, 1849					
" " - "	261 6 8	Sept. 3, 1853					
Leeds, St. Saviour's N.S.	*408 0 0	May 20, 1840	6 14 10	124 0 0	- -	124 0 0	
Leeming - - N.S.	81 0 0	Feb. 26, 1847					
Lidgett Green - B.S.	*100 0 0	Apr. 10, 1839					
" - - "	12 16 7½	Nov. 7, 1848					
Lidgett Green - N.S.	*101 0 0	Sept. 26, 1838					
Lindley, Boys and Girls - - N.S.	22 0 0	May 25, 1844					
Lingards - - N.S.	- - -	- - -	2 16 8				
Linthwaite - - N.S.	- - -	- - -	1 0 0½				
Liversedge, High Town - - - N.S.	42 0 0	Aug. 1, 1855	1 12 7				
Lockington, Mixed N.S.	54 0 0	May 29, 1845					
" - - "	27 0 0	May 3, 1848					
Lockwood - - N.S.	*69 0 0	Feb. 13, 1839	9 1 6½	90 6 8	- -	416 16 8	
" - - "	650 0 0	Apr. 24, 1854					
Lofthouse - - Wes.	- - -	- - -	1 6 8½				
Lofthouse - - N.S.	200 0 0	Dec. 8, 1845					
Longwood, Infants N.S.	150 0 0	Oct. 24, 1849					
Lothersdale - N.S.	40 0 0	Aug. 25, 1842					
Lound, or Loundside, Mixed - N.S.	276 0 0	Sept. 22, 1846	2 5 11	- -	- -	190 0 0	16 16 0
" - - "	5 0 0	July 20, 1847					
Maltby, Infants - N.S.	29 0 0	July 27, 1842	- -	- -	- -	- - -	6 16 0
Malton, New, Boys B.S.	*150 0 0	Jan. 30, 1841	3 6 8	- -	- -	11 13 4	
Malton, Old - - N.S.	- - -	- - -	3 11 0	80 0 0	- -	117 7 6	15 12 0
Manningham, Boys' and Girls - - N.S.	300 0 0	Dec. 30, 1844	7 9 5	22 7 6	- -	341 8 4	
Marsden - - N.S.	- - -	- - -	6 3 4	22 10 0	- -	520 10 0	28 10 0
Marsk - - N.S.	- - -	- - -	3 0 6½	27 10 0	- -	178 10 0	
Masham (Charity) N.S.	- - -	- - -	3 19 11½	56 5 0	- -	97 0 0	
Meanwood - - N.S.	- - -	- - -	1 13 4	139 17 6	- -	209 3 4	
Meanwood - - Wes.	- - -	- - -	4 0 0				
Meltham - - N.S.	*52 0 0	April 23, 1836	3 8 10	148 6 8	52 1 8	3 15 0	20 9 0
" - - "	110 0 0	Jan. 14, 1847					
Meltham Mills - N.S.	315 0 0	Sept. 7, 1844	2 3 4	93 2 6	15 0 0	605 9 2	42 12 0
Methley, Boys - N.S.	- - -	- - -	1 8 8½	64 10 0	- -	38 6 8	10 4 0
Methley, Girls - N.S.	152 0 0	Dec. 8, 1849	1 8 8½	- -	- -	- - -	11 10 0
Mexborough - N.S.	25 0 0	Sept. 30, 1842					
Middlesborough-on-Tees - - - B.S.	*150 0 0	June 28, 1837	6 7 1	30 0 0	25 0 0	343 3 4	
" - - "	42 13 4	Dec. 21, 1855					
Millbridge - - N.S.	270 0 0	May 29, 1854	4 0 0½	15 0 0	- -	0 16 8	
Milne Bridge - N.S.	*100 0 0	Feb. 10, 1838	- -	54 0 0	- -	169 10 0	11 18 0
Mirfield - - Par.	- - -	- - -	- -	20 0 0			
Monkton, Bishop's, Boys and Girls - N.S.	72 0 0	Aug. 3, 1841					
Morley - - - Wes.	- - -	- - -	6 11 4	35 0 0	- -	111 10 0	
Morley (Town End) N.S.	*75 0 0	Sept. 20, 1837					
Morton, East, Boys and Girls - - N.S.	115 0 0	Sept. 20, 1845					
Muston - - Ch. of E.	199 0 0	Aug. 1, 1855					
Nafferton - - N.S.	122 0 0	May 22, 1846	1 9 0	- -	- -	70 14 7	
" - - "	7 17 9	Apr. 29, 1847					
" - - "	40 0 0	Feb. 10, 1853					
Nafferton - - Wes.	214 0 0	June 19, 1849	4 12 10½	- -	- -	180 10 0	5 8 0
Neswick, Girls Ch. of E.	- - -	- - -	0 12 2	57 0 0	- -	28 6 8	1 15 0
New Mills - - N.S	*95 0 0	Nov. 28, 1838					
" " - "	50 0 0	Dec. 3, 1845					
" " - "	3 0 0	Apr. 14, 1848					
Newsome - - N.S.	*68 0 0	Dec. 18, 1841	2 8 1½	- -	- -	- - -	9 4 0
Newton-in-Bowland N.S.	60 0 0	Sept. 7, 1842	0 18 9½				
Newton-on-Ouse - N.S.	- - -	- - -	3 4 9½	- -	- -	- - -	13 10 0
Normanby - - N.S.	80 0 0	Aug. 22, 1843					
Oakworth, Boys and Girls - - - N.S.	200 0 0	May 30, 1845	6 0 5½	124 12 6	- -	325 3 4	46 7 0

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Oakworth, Sykes' Head, Mixed - Wes.	128 0 0	Sept. 25, 1855	7 18 7½	37 10 0	- -	356 15 10	35 19 0
Osmotherley - N.S.	- - -	- - -	2 6 8½				
Otley - - - N.S.	300 0 0	June 17, 1847	3 4 5	- -	- -	83 0 0	22 19 0
Oulton, St. John's - N.S.	- - -	- - -	2 18 4½	70 0 0	- -	221 0 0	11 0 0
Oughtibridge - N.S.	38 10 0	July 16, 1852	2 1 2½				
" - - "	150 0 0	Apr. 20, 1854					
Overton - - B.S.	70 0 0	Nov. 22, 1842	1 13 4				
Owlerton - - N.S.	70 0 0	July 14, 1852	- - -	- -	- -	3 15 0	
Owram, North - B.S.	200 0 0	May 15, 1841					
Owram, South N.S.	*125 0 0	Sept. 21, 1839					
Owthorne - - N.S.	84 0 0	Oct. 5, 1848					
Oxenhope - - N.S.	208 0 0	May 13, 1847	0 15 6½	- -	- -	22 10 0	10 18 0
Pitsmoor - - N.S.	*140 0 0	July 5, 1837	18 3 11½	76 5 0	- -	915 18 4	
Pocklington, Boys, Girls, and Infants - - - N.S.	631 0 0	Sept. 10, 1855	4 6 8½	23 6 8	- -	60 0 0	
Pocklington, Mixed and Infants - Wes.	171 2 6	May 31, 1853	4 0 0½	31 12 6	- -	69 10 0	25 13 0
Pollington - - N.S.	- - -	- - -	2 3 0½	23 5 10	- -	5 0 0	
Pontefract - - N.S.	- - -	- - -	- - -	32 10 0	- -	431 8 4	
Pontefract, All Saints', Boys and Girls - N.S.	117 0 0	Sept. 14, 1849	3 0 4½	12 0 0	- -	14 10 0	
Pontefract, St. Joseph's R.C.	- - -	- - -	3 3 4½				
Pontefract (The Grange), St. Mary's - R.C.	- - -	- - -	0 16 8½	45 0 0			
Pontefract - - Wes.	*250 0 0	Apr. 11, 1838	4 3 10½	37 10 0	- -	35 0 0	
Poppleton, Nether N.S.	60 0 0	Jan. 8, 1852	1 14 7½				
Pudsey (Fartown) - N.S.	200 0 0	May 16, 1845	4 2 9½	43 17 6	18 15 0	288 10 0	
Pudsey (Low Town) N.S.	260 0 0	Dec. 21, 1843	5 1 4	6 5 0	- -	233 0 0	
Rastrick - - B.S.	*150 0 0	Dec. 23, 1837					
Rawcliffe - - Wes.	- - -	- - -	2 0 0	- -	- -	31 5 0	
Rawmarsh, Infants N.S.	54 0 0	Apr. 27, 1842					
Rawmarsh, Endowed (Free Grammar School) - - -	- - -	- - -	2 3 3½	- -	- -	146 0 0	5 2 0
Redcar - - - N.S.	- - -	- - -	1 10 0½	- -	- -	- - -	4 18 0
Redhill - - - Wes.	- - -	- - -	13 13 2	95 1 8	- -	682 15 0	
Richmond - - N.S.	*50 0 0	Oct. 28, 1837	2 5 10	98 10 10	- -	231 9 2	
" - - "	140 0 0	Mar. 24, 1852					
Richmond - - Wes.	- - -	- - -	1 16 0	38 10 0	- -	32 10 0	
Richmond, Corporation School - - - -	- - -	- - -	2 19 2½	51 0 0	- -	102 0 0	
Rillington, Mixed - N.S.	87 0 0	Nov. 9, 1847 -	- - -	- -	- -	6 9 2	
Ripon - - - N.S.	- - -	- - -	4 7 0½	94 19 2	- -	227 12 6	
" Girls - N.S.	- - -	- - -	- - -	26 16 8	- -	46 10 0	
Ripon - - - Wes.	- - -	- - -	1 8 4½	30 0 0	- -	107 0 0	
Ripon Cathedral, Boys - - - N.S.	238 7 6	Feb. 3, 1854					
Ripon, Holy Trinity, Mixed - - N.S.	*147 0 0	Oct. 21, 1837	8 0 1½	30 0 0	- -	158 2 6	
" " - - "	50 0 0	Mar. 15, 1854					
Ripponden - - N.S.	176 0 0	May 6, 1844	4 15 5	18 16 8	- -	198 3 4	18 5 0
Rise - - - N.S.	- - -	- - -	0 3 4½				
Robert Town - N.S.	280 0 0	May 7, 1850	- - -	11 5 0	- -	- - -	7 2 0
Roecliffe - - N.S.	- - -	- - -	3 1 2	126 10 0	- -	70 0 0	4 2 0
Roos - - - N.S.	- - -	- - -	- - -	195 15 0	- -	216 3 4	22 10 0
Rotherham - - N.S.	330 0 0	Apr. 3, 1848	6 10 10½	124 6 8	- -	333 10 0	
Rotherham, Park Gate - - - N.S.	- - -	- - -	3 5 0½	4 2 6	- -	146 0 0	
Rotherham and Masbro' - - B.S.	*349 0 0	July 22, 1824	5 5 1½	22 0 0	- -	15 16 8	
Roystone - - N.S.	150 0 0	Feb. 8, 1845	3 11 3½	86 5 0	- -	39 11 8	9 5 0
Ryistone District - N.S.	75 0 0	Oct. 27, 1852					
Salterhebble, All Saints' - - N.S.	444 0 0	May 10, 1855					
Salterforth - - N.S.	54 0 0	Sept. 10, 1844					
Scampston - - N.S.	- - -	- - -	- - -	109 10 0	- -	116 10 2	
Scarborough - - N.S.	*85 0 0	Sept. 26, 1838	- - -	8 6 8			

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Scammonden - - N.S.	50 0 0	Sept. 4, 1846					
Scholes - - - N.S.	105 0 0	May 6, 1847	1 4 7½				
Scissett, or High Hoyland, Mixed N.S.	83 0 0	Jan. 5, 1841	8 4 6½	- -	- -	176 0 10	13 8 0
Sculcoates, Boys, Girls, and Infants - N.S.	250 0 0	July 27, 1852					
Sculcoates, Ch. Ch., Boys and Girls - N.S.	474 0 0	Jan. 18, 1849	31 11 8½	136 5 0	- -	978 6 8	
Sculcoates, St. Paul's, Girls - - N.S.	*100 0 0	June 28, 1834					
" " - "	10 0 0	Oct. 21, 1845					
Seacroft - - - N.S.	- - -	- - -	3 0 9½	45 0 0	- -	51 17 6	9 3 0
Sedbergh - - N.S.	115 0 0	July 5, 1841	- -	9 6 8			
Sedbergh - - B.S.	125 0 0	Nov. 20, 1843	2 9 0½	- -	- -	137 3 4	27 15 0
" - - "	62 10 0	Mar. 14, 1855					
" - - "	73 0 0	Sept. 21, 1855					
Selby - - - Wes.	- - -	- - -	10 12 7½	- -	- -	421 9 2	
Selby, Grey Coat -	- - -	- - -	- -	27 10 0			
Sessay Village School -	- - -	- - -	1 13 4½				
Settle - - - N.S.	- - -	- - -	6 19 10	15 0 0	- -	234 19 2	9 2 0
Settle, Infant - N.S.	- - -	- - -	- -	- -	- -	- - -	8 1 0
Settrington - - N.S.	- - -	- - -	- -	23 15 0	- -	19 3 4	11 4 0
Shadwell, Mixed - N.S.	56 0 0	Sept. 22, 1847	1 6 7				
Sheffield, Central (Carver Street) - N.S.	- - -	- - -	31 17 8	77 19 2	- -	1,177 5 0	
Sheffield - - B.S.	*250 0 0	Apr. 22, 1837					
Sheffield (Surrey Street) - - R.C.	*350 0 0	Dec. 30, 1835	5 13 6½	102 0 0	- -	281 10 0	
Sheffield, St. George's N.S.	1,393 0 0	Feb. 10, 1846	7 7 2	95 8 4	14 11 8	1,843 3 4	
Sheffield, St. Mary's, B., G., & Infts. - N.S.	338 10 0	Jan. 14, 1842	24 2 7½	128 3 4	30 16 8	1,124 4 2	
" " - "	40 0 0	Oct. 3, 1845					
" " - "	100 0 0	Sept. 5, 1850					
" " - "	16 14 8	Mar. 7, 1855					
Sheffield, St. Paul's, Boys and Girls - N.S.	230 0 0	Mar. 2, 1844	7 7 5½	54 16 8	- -	446 8 4	
Sheffield, St. Peter's, Mixed and Infants N.S.	600 0 0	Jan. 4, 1855	10 8 4½	- -	- -	29 8 4	
Sheffield, St. Philip's N.S.	185 0 0	Apr. 16, 1845	- -	- -	- -	346 10 0	
Sheffield, St. Vincent of Paul - - R.C.	534 15 0	Nov. 9, 1853	9 5 10½	20 3 4	- -	129 6 8	
Sheffield Park - B.S.	538 0 0	Mar. 23, 1847	3 17 8½				
Sheffield Park - Wes.	- - -	- - -	6 8 11½	215 15 0	- -	793 0 0	
Sheffield Park, St. John's, Boys and Girls - - N.S.	322 0 0	May 22, 1848	13 2 10½	- -	- -	669 12 6	
Shelf - - - B.S.	*80 0 0	Jan. 20, 1836					
Shepley - - - B.S.	*60 0 0	Dec. 11, 1839					
Shepley, St. Paul's, N.S.	76 10 0	June 21, 1854					
Sherburn - - N.S.	- - -	- - -	- -	15 0 0			
Shipton, Endowed N.S.	- - -	- - -	1 10 0½	- -	- -	3 15 0	6 4 0
Shipton, St. Stephen's R.C.	- - -	- - -	1 13 4½				
Sigglesthorne - N.S.	- - -	- - -	1 9 8	101 13 4			
Silkstone - Ch. of Eng.	- - -	- - -	- -	- -	- -	100 0 0	11 10 0
Silkstone, Girls and Infants - - N.S.	237 0 0	May 31, 1851	1 9 0½	21 16 8	- -	153 5 0	18 14 0
Silsden - - - Wes.	58 0 0	Oct. 3, 1855	4 10 11½	3 15 0	- -	7 5 0	11 0 0
Silsden - - - N.S.	*50 0 0	Feb. 6, 1836	3 10 7½	17 17 6	- -	0 16 8	9 0 0
Skipsea - - - N.S.	75 0 0	Jan. 28, 1846	1 13 2½				
Skipsea - - - Wes.	- - -	- - -	1 2 9				
Skipton - - - B.S.	- - -	- - -	14 7 9½	112 10 0	- -	410 16 8	55 8 0
Skipton - - - N.S.	- - -	- - -	4 10 8	65 0 0	- -	63 0 0	
Skipton - - - Wes.	- - -	- - -	6 13 4½	- -	- -	219 6 8	28 10 0
Skipton, Ch. Ch. - N.S.	75 0 0	June 20, 1845					
Slaithwaite, Lower N.S.	154 0 0	May 12, 1841	13 3 3½	- -	- -	652 10 10	33 17 0
" " - "	2 0 0	June 3, 1850					
" " - "	7 0 0	June 26, 1855					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Slaithwaite, Upper, Boys and Girls - N.S.	190 0 0	May 22, 1846	4 1 1½	45 0 0	- -	75 0 0	
" " - "	7 0 0	May 19, 1849					
" " - "	3 12 0	July 3, 1850					
Slaithwaite, Old (Free) - - N.S.	132 0 0	Mar. 6, 1846					
Sledmore - - N.S.	- - -	- - -	- -	48 5 0			
Sleights, Mixed - N.S.	*55 0 0	Dec. 24, 1833	1 11 6				
" - - - "	37 0 0	Jan. 5, 1849					
Snainton - - N.S.	- - -	- - -	- - -	- -	- -	- - -	1 15 0
Snaith - - - Wes.	334 0 0	Sept. 4, 1849	6 12 0½	18 6 8	- -	171 0 0	7 6 0
Sowerby - - N.S.	- - -	- - -	2 18 0	56 5 0	- -	- - -	3 7 0
Sowerby, St. George's N.S.	260 0 0	May 30, 1845	6 13 4½	53 15 0	- -	320 0 0	35 5 0
Sowerby (Chapelry District) - - N.S.	- - -	- - -	4 6 3				
Sowerby Bridge, Boys and Girls - - N.S.	*245 0 0	May 3, 1838	2 13 8½	- -	- -	61 3 0	
Sowerby Bridge - Wes.	- - -	- - -	3 14 4½	113 10 0	- -	413 4 2	23 8 0
Spofforth - - N.S.	174 15 0	Feb. 1, 1851	1 17 4½	- -	- -	47 10 0	
Stainborough (Hood Green) - - N.S.	- - -	- - -	- -	33 0 0			
Staithes - - - N.S.	100 0 0	Jan. 29, 1851					
Stanbury-in-Haworth N.S.	87 0 0	Dec. 13, 1848					
Stanley, St. Peter's N.S.	177 0 0	Nov. 8, 1848	4 9 10	79 15 0	- -	246 3 4	21 0 0
Stanningley, St. Thomas', Mixed - N.S.	250 0 0	Nov. 11, 1846	2 0 0				
" - - "	16 0 0	Aug. 12, 1848					
Stannington - N.S.	52 10 0	Apr. 26, 1842	0 19 11½	- -	- -	32 10 0	
Staveley - - N.S.	70 10 0	May 9, 1851	1 0 3	52 5 0	- -	47 18 4	15 3 0
Stillington - - Wes.	- - -	- - -	1 13 4	15 0 0	- -	5 0 0	3 2 0
Sutton - - - B.S.	- - -	- - -	2 10 3½	13 15 0	- -	- - -	7 12 0
Sutton in Derwent N.S.	40 0 0	Dec. 23, 1844	0 13 2½				
Swinefleet - - N.S.	90 0 0	Mar. 6, 1849					
Swinefleet - - Wes.	- - -	- - -	4 3 7½	- -	- -	95 10 0	
Swinton - - - N.S.	36 0 0	Mar. 1, 1843	2 15 11½	- -	- -	- - -	5 13 0
" - - "	418 16 8	April 18, 1854					
Tanfield, West - N.S.	- - -	- - -	2 1 8	85 0 0	- -	52 10 0	9 1 0
Tankersley - - N.S.	- - -	- - -	4 3 4½	7 10 0	- -	15 0 0	7 0 0
Thirsk, Boys and Girls B.S.	125 0 0	Nov. 24, 1840	12 17 0½	110 13 4	- -	409 13 4	42 0 0
" - - "	50 0 0	Dec. 9, 1847					
" - - "	80 0 0	Aug. 22, 1854					
Thornaby - - N.S.	300 0 0	June 3, 1847	3 17 4				
Thorner - - N.S.	- - -	- - -	1 13 4½				
Thornes - - N.S.	- - -	- - -	2 7 0½	128 8 4	- -	99 8 4	
Thornton - - N.S.	20 0 0	June 20, 1844	- -	- -	- -	10 0 0	
" - - "	15 0 0	Feb. 1, 1848					
Thorpe Hesley - N.S.	147 0 0	Jan. 18, 1840	1 10 0½				
Thorpe Salvin - N.S.	- - -	- - -	1 6 7½				
Thurgoland - - N.S.	160 0 0	Jan. 7, 1851	2 9 6½	- -	- -	170 11 8	
Thurstonland, Endowed Par.	29 0 0	Mar. 6, 1843	7 4 8½	96 13 4	- -	308 2 6	11 18 0
" - - "	52 8 0	Dec. 24, 1845					
" - - "	36 0 0	Aug. 9, 1855					
Tickton - - N.S.	64 0 0	May 29, 1848					
Timble, Great - B.S.	*22 0 0	Dec. 10, 1836					
Townley - - R.C.	- - -	- - -	2 12 6½				
Ulleskelfe - Ch.E.	- - -	- - -	- -	17 10 0	- -	- - -	4 10 0
Wadsley, Mixed and Infants - - N.S.	*152 0 0	Sept. 18, 1839	10 2 2½	135 3 4	- -	483 18 4	4 11 0
" - - "	100 0 0	Mar. 22, 1855					
Wadworth - - N.S.	72 10 0	Mar. 11, 1842	2 12 2½	92 10 0	- -	- - -	10 8 0
Wakefield, All Saints' N.S.	9 14 8	Dec. 6, 1849	6 14 9½	63 10 0	- -	204 10 0	
Wakefield, Holy Trinity, Boys and Girls - N.S.	225 0 0	Nov. 12, 1847	9 2 4½	207 5 4	- -	441 7 6	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wakefield, St. Andrew's Boys, Girls, and Infants - - - N.S.	320 0 0	Feb. 11, 1846	5 15 0	25 16 8	- -	201 10 10	
" " - "	18 6 4	July 24, 1846					
" " - "	95 0 0	Oct. 24, 1849					
Walton - - - N.S.	- - -	- - -	2 10 0	91 5 0	- -	117 6 8	7 5 0
Wansford, Great - N.S.	- - -	- - -	1 14 2½	66 5 0	- -	- - -	3 6 0
Warmfield - - B.S.	*50 0 0	Jan. 25, 1837					
Warmsworth - N.S.	- - -	- - -	1 12 11½	33 15 0	- -	- - -	5 6 0
Wath-upon-Dearne N.S.	- - -	- - -	1 18 0				
Weaverthorpe - N.S.	- - -	- - -	- - -	35 15 0			
Weighton, Market, Boys and Girls - N.S.	140 0 0	Jan. 30, 1843	4 9 2½	61 10 0	- -	289 0 0	24 6 0
Welburn - - N.S.	- - -	- - -	1 13 4½	39 17 6	- -	18 6 8	
Welton - - - N.S.	- - -	- - -	3 8 4½	107 12 6	- -	117 10 0	15 18 0
Wentworth - - N.S.	- - -	- - -	3 2 6½	75 16 8	- -	413 15 0	
Westgate Common N.S.	123 15 0	May 18, 1852	2 11 9	23 15 0	- -	42 10 0	
" " - "	35 0 0	Apr. 28, 1853					
Weston - - - N.S.	- - -	- - -	2 1 3½	13 6 8	- -	415 2 6	
Wetherby - - N.S.	- - -	- - -	1 14 0				
Wetherby - - Wes.	- - -	- - -	5 7 6½	37 10 0	- -	184 0 0	22 14 0
Wetwang (Lady Sykes') -	- - -	- - -	- - -	28 6 8			
Whiston, Mixed - N.S.	*75 0 0	Jan. 2, 1839	2 3 9½	31 5 0	- -	73 15 0	2 8 0
Whitby - - - B.S.	- - -	- - -	4 0 1½	33 0 0	- -	460 6 8	
Whitby, Boys and Girls N.S.	200 0 0	Jan. 4, 1845	6 1 3	31 5 0	- -	473 12 6	
Whitby - - - Wes.	- - -	- - -	4 0 0½	25 6 8	- -	29 13 4	
Wicker, Holy Trinity, Boys, Girls, and Infants - - - N.S.	628 3 4	Feb. 4, 1854	14 12 4½	35 0 0	- -	136 10 0	
Wigginton - - N.S.	*40 0 6	Jan. 9, 1836					
Wilsden, Infant - N.S.	*60 0 0	July 28, 1838	1 9 5	51 1 8	- -	4 3 4	11 1 0
Withernwick - N.S.	55 0 0	Oct. 1, 1847					
Wombwell, Boys and Girls - - - N.S.	134 0 0	Feb. 12, 1847	3 3 4	- -	- -	- - -	6 0 0
" - - "	13 14 0	July 31, 1855					
Woodhouse, Ch. Ch., Boys and Girls - N.S.	*150 0 0	Dec. 3, 1836	8 18 1½	147 11 8	- -	479 16 8	
Woodhouse (Feather Hill), St. Mark's, Boys and Girls - - N.S.	200 0 0	Nov. 24, 1846	12 12 10½	21 13 4	- -	669 15 0	
Woodside (Leeds) N.S.	220 0 0	Apr. 9, 1850	4 16 8½	15 0 0	- -	29 0 0	15 11 0
Worrall (Mixed) - N.S.	101 0 0	Sept. 28, 1848	2 5 10	- -	- -	75 0 0	
Worsborough, Grammar School - - - -	- - -	- - -	2 8 8½				
Worsborough Dale, Boys and Girls - N.S.	169 0 0	Dec. 29, 1848	6 11 2				
Wortley (near Leeds) B.S.	*400 0 0	Mar. 1, 1837					
Wortley (near Leeds) N.S.	*55 0 0	Jan. 5, 1836	- -	- -	- -	57 6 8	
Wortley, New (near Leeds) - N.S.	500 0 0	June 11, 1849	- -	- -	- -	71 0 0	
Wortley (near Sheffield) - - - N.S.	- - -	- - -	2 10 0½	56 5 0	- -	248 10 0	8 8 0
Wortley (New Zion), Boys and Girls - B.S.	- - -	- - -	5 6 8½	- -	- -	105 13 4	
Wragby - - - N.S.	- - -	- - -	- - -	73 15 0			
Wrenthorpe - - N.S.	100 0 0	Feb. 10, 1845					
Wyke - - - N.S.	- - -	- - -	4 4 7	12 7 6	- -	161 8 4	15 12 0
Wykeham - - N.S.	- - -	- - -	1 3 4	42 0 0	- -	6 5 0	
Yapham - - N.S.	- - -	- - -	1 6 8				
Yeadon - - N.S.	272 0 0	Feb. 15, 1849	3 6 7½	13 15 0	- -	145 5 0	
Yedingham - N.S.	*12 0 0	Sept. 21, 1836					
York (Albion Street) Wes.	- - -	- - -	9 10 4½	85 0 0	- -	346 15 0	
York, Aldwark - N.S.	- - -	- - -	6 13 3½	47 0 0	- -	332 13 0	
York (Bishopgate Street) - - N.S.	11 6 8	Nov. 29, 1855	6 9 2½	44 8 4	- -	162 0 0	
York, Bishophill - B.S.	- - -	- - -	5 0 0½	- -	- -	14 1 8	
York, St. George's Wes.	- - -	- - -	7 18 0½	151 8 4	- -	391 6 8	
York (Hope Street) B.S.	- - -	- - -	9 1 10½	43 6 8	- -	388 13 4	

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
akworth, Sykes' Head, Mixed - Wes.	128 0 0	Sept. 25, 1855	7 18 7½	37 10 0	- -	356 15 10	35 19 0
smotherley - N.S.	- - -	- - -	2 6 8½				
tley - - - N.S.	300 0 0	June 17, 1847	3 4 5	- -	- -	83 0 0	22 19 0
ulton, St. John's - N.S.	- - -	- - -	2 18 4½	70 0 0	- -	221 0 0	11 0 0
ughtibridge - N.S.	38 10 0	July 16, 1852	2 1 2½				
" - - "	150 0 0	Apr. 20, 1854					
verton - - B.S.	70 0 0	Nov. 22. 1842	1 13 4				
wlerton - - N.S.	70 0 0	July 14, 1852	- - -	- -	- -	3 15 0	
wram, North - B.S.	200 0 0	May 15, 1841					
wram, South N.S.	*125 0 0	Sept. 21, 1839					
wthorne - - N.S.	84 0 0	Oct. 5, 1848					
xenhope - - N.S.	208 0 0	May 13, 1847	0 15 6½	- -	- -	22 10 0	10 18 0
itsmoor - - N.S.	*140 0 0	July 5, 1837	18 3 11½	76 5 0	- -	915 18 4	
ocklington, Boys, Girls, and Infants - - - N.S.	631 0 0	Sept. 10, 1855	4 6 8½	23 6 8	- -	60 0 0	
ocklington, Mixed and Infants - Wes.	171 2 6	May 31, 1853	4 0 0½	31 12 6	- -	69 10 0	25 13 0
ollington - - N.S.	- - -	- - -	2 3 0½	23 5 10	- -	5 0 0	
ontefract - - N.S.	- - -	- - -	- - -	32 10 0	- -	431 8 4	
ontefract, All Saints', Boys and Girls - N.S.	117 0 0	Sept. 14, 1849	3 0 4½	12 0 0	- -	14 10 0	
ontefract, St. Joseph's R.C.	- - -	- - -	3 3 4½				
ontefract (The Grange), St. Mary's - R.C.	- - -	- - -	0 16 8½	45 0 0			
ontefract - - Wes.	*250 0 0	Apr. 11, 1838	4 3 10½	37 10 0	- -	35 0 0	
oppleton, Nether N.S.	60 0 0	Jan. 8, 1852	1 14 7½				
udsey (Fartown) - N.S.	200 0 0	May 16, 1845	4 2 9½	43 17 6	18 15 0	288 10 0	
udsey (Low Town) N.S.	280 0 0	Dec. 21, 1843	5 1 4	6 5 0	- -	253 0 0	
astrick - - B.S.	*150 0 0	Dec. 23, 1837					
awcliffe - - Wes.	- - -	- - -	2 0 0	- -	- -	31 5 0	
awmarsh, Infants N.S.	54 0 0	Apr. 27, 1842					
awmarsh, Endowed (Free Grammar School) - - -	- - -	- - -	2 3 3½	- -	- -	146 0 0	5 2 0
edcar - - - N.S.	- - -	- - -	1 10 0½	- -	- -	- - -	4 18 0
edhill - - - Wes.	- - -	- - -	13 13 2	95 1 8	- -	682 15 0	
ichmond - - N.S.	*50 0 0	Oct. 28, 1837	2 5 10	98 10 10	- -	231 9 2	
" - - "	140 0 0	Mar. 24, 1852					
ichmond - - Wes.	- - -	- - -	1 16 0	38 10 0	- -	32 10 0	
ichmond, Corporation School - - - -	- - -	- - -	2 19 2½	51 0 0	- -	102 0 0	
illington, Mixed - N.S.	87 0 0	Nov. 9, 1847 -	- - -	- - -	- -	6 9 2	
ipon - - - N.S.	- - -	- - -	4 7 0½	94 19 2	- -	227 13 6	
" Girls - N.S.	- - -	- - -	- - -	26 16 8	- -	46 10 0	
ipon - - - Wes.	- - -	- - -	1 8 4½	30 0 0	- -	107 0 0	
ipon Cathedral, Boys - - - N.S.	238 7 6	Feb. 3, 1854					
ipon, Holy Trinity, Mixed - - N.S.	*147 0 0	Oct. 21, 1837	8 0 1½	30 0 0	- -	158 2 6	
" " - - "	50 0 0	Mar. 15, 1854					
ipponden - - N.S.	176 0 0	May 6, 1844	4 15 5	18 16 8	- -	108 3 4	18 5 0
ise - - - N.S.	- - -	- - -	0 3 4½				
obert Town - N.S.	280 0 0	May 7, 1850	- - -	11 5 0	- -	- - -	7 2 0
oecliffe - - N.S.	- - -	- - -	3 1 2	126 10 0	- -	70 0 0	4 2 0
oos - - - N.S.	- - -	- - -	- - -	195 15 0	- -	216 3 4	22 10 0
otherham - - N.S.	330 0 0	Apr. 3, 1848	6 10 10½	124 6 8	- -	333 10 0	
otherham, Park Gate - - - N.S.	- - -	- - -	3 5 0½	4 2 6	- -	146 0 0	
otherham and Masbro' - - B.S.	*349 0 0	July 22, 1824	5 5 1½	22 0 0	- -	15 16 8	
oystone - - N.S.	150 0 0	Feb. 8, 1845	3 11 3½	86 5 0	- -	39 11 8	9 5 0
ylstone District - N.S.	75 0 0	Oct. 27, 1852					
altcrhebble, All Saints' - - N.S.	444 0 0	May 10, 1855					
alterforth - - N.S.	54 0 0	Sept. 10, 1844					
ampsten - - N.S.	- - -	- - -	- - -	109 10 0	- -	116 10 2	
arborough - N.S.	*85 0 0	Sept. 26, 1838	- - -	6 6 8			

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Scammonden - - N.S.	50 0 0	Sept. 4, 1846					
Scholes - - - N.S.	105 0 0	May 6, 1847	1 4 7½				
Scissett, or High Hoyland, Mixed N.S.	83 0 0	Jan. 5, 1841	8 4 6½	- -	- -	176 0 10	13 8 0
Sculcoates, Boys, Girls, and Infants - N.S.	250 0 0	July 27, 1852					
Sculcoates, Ch. Ch., Boys and Girls - N.S.	474 0 0	Jan. 18, 1849	31 11 8½	136 5 0	- -	978 6 8	
Sculcoates, St. Paul's, Girls - - N.S.	*100 0 0	June 28, 1834					
" " - "	10 0 0	Oct. 21, 1845					
Seacroft - - - N.S.	- - -	- - -	3 0 9½	45 0 0	- -	51 17 6	9 3 0
Sedbergh - - N.S.	115 0 0	July 5, 1841	- -	9 6 8			
Sedbergh - - B.S.	125 0 0	Nov. 20, 1843	2 9 0½	- -	- -	137 3 4	27 15 0
" - - "	62 10 0	Mar. 14, 1855					
" - - "	73 0 0	Sept. 21, 1855					
Selby - - - Wes.	- - -	- - -	10 12 7½	- -	- -	421 9 2	
Selby, Grey Coat -	- - -	- - -	- - -	27 10 0			
Sessay Village School -	- - -	- - -	1 13 4½				
Settle - - - N.S.	- - -	- - -	6 19 10	15 0 0	- -	234 19 2	9 2 0
Settle, Infant - N.S.	- - -	- - -	- - -	- - -	- -	- - -	8 1 0
Settrington - - N.S.	- - -	- - -	- - -	23 15 0	- -	19 3 4	11 4 0
Shadwell, Mixed - N.S.	56 0 0	Sept. 22, 1847	1 6 7				
Sheffield, Central (Carver Street) - N.S.	- - -	- - -	31 17 8	77 19 2	- -	1,177 5 0	
Sheffield - - B.S.	*250 0 0	Apr. 22, 1837					
Sheffield (Surrey Street) - - R.C.	*350 0 0	Dec. 30, 1835	5 13 6½	102 0 0	- -	281 10 0	
Sheffield, St. George's N.S.	1,393 0 0	Feb. 10, 1846	7 7 2	95 8 4	14 11 8	1,843 3 4	
Sheffield, St. Mary's, B., G., & Infts. - N.S.	338 10 0	Jan. 14, 1842	24 2 7½	128 3 4	30 16 8	1,124 4 2	
" " - "	40 0 0	Oct. 3, 1843					
" " - "	100 0 0	Sept. 5, 1850					
" " - "	16 14 8	Mar. 7, 1855					
Sheffield, St. Paul's, Boys and Girls - N.S.	230 0 0	Mar. 2, 1844	7 7 5½	54 16 8	- -	446 8 4	
Sheffield, St. Peter's, Mixed and Infants N.S.	600 0 0	Jan. 4, 1855	10 8 4½	- -	- -	29 8 4	
Sheffield, St. Philip's N.S.	185 0 0	Apr. 16, 1845	- -	- -	- -	346 10 0	
Sheffield, St. Vincent of Paul - - R.C.	534 15 0	Nov. 9, 1853	9 5 10½	20 3 4	- -	129 6 8	
Sheffield Park - B.S.	538 0 0	Mar. 23, 1847	3 17 8½				
Sheffield Park - Wes.	- - -	- - -	6 8 11½	215 15 0	- -	793 0 0	
Sheffield Park, St. John's, Boys and Girls - - N.S.	322 0 0	May 22, 1848	13 2 10½	- -	- -	669 12 6	
Shelf - - - B.S.	*80 0 0	Jan. 20, 1836					
Shepley - - - B.S.	*60 0 0	Dec. 11, 1839					
Shepley, St. Paul's, N.S.	76 10 0	June 21, 1854					
Sherburn - - - N.S.	- - -	- - -	- - -	15 0 0			
Shipton, Endowed N.S.	- - -	- - -	1 10 0½	- -	- -	3 15 0	6 4 0
Shipton, St. Stephen's R.C.	- - -	- - -	1 13 4½				
Sigglesthorne - N.S.	- - -	- - -	1 9 8	101 13 4			
Silkstone - Ch. of Eng.	- - -	- - -	- - -	- - -	- -	100 0 0	11 10 0
Silkstone, Girls and Infants - - N.S.	237 0 0	May 31, 1851	1 9 0½	21 16 8	- -	153 5 0	18 14 0
Silsden - - - Wes.	58 0 0	Oct. 3, 1855	4 10 11½	3 15 0	- -	7 5 0	11 0 0
Silsden - - - N.S.	*50 0 0	Feb. 6, 1836	3 10 7½	17 17 6	- -	0 16 8	9 0 0
Skipsea - - - N.S.	75 0 0	Jan. 28, 1846	1 13 2½				
Skipsea - - - Wes.	- - -	- - -	1 2 9				
Skipton - - - B.S.	- - -	- - -	14 7 0½	112 10 0	- -	410 16 8	55 8 0
Skipton - - - N.S.	- - -	- - -	4 10 8	65 0 0	- -	63 0 0	
Skipton - - - Wes.	- - -	- - -	6 13 4½	- -	- -	219 6 8	28 10 0
Skipton, Ch. Ch. - N.S.	75 0 0	June 20, 1845					
Slaithwaite, Lower N.S.	154 0 0	May 12, 1841	13 3 3½	- -	- -	652 10 10	38 17 0
" " - "	2 0 0	June 3, 1850					
" " - "	7 0 0	June 26, 1855					

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Slaithwaite, Upper, Boys and Girls - N.S.	190 0 0	May 22, 1846	4 1 1½	45 0 0	- -	75 0 0	
" " - "	7 0 0	May 19, 1849					
" " - "	3 12 0	July 3, 1850					
Slaithwaite, Old (Free) - - N.S.	132 0 0	Mar. 6, 1846					
Sledmore - - N.S.	- - -	- - -	- - -	48 5 0			
Sleights, Mixed - N.S.	*55 0 0	Dec. 24, 1833	1 11 6				
" - - - "	37 0 0	Jan. 5, 1849					
Snainton - - N.S.	- - -	- - -	- - -	- - -	- -	- - -	1 15 0
Snaith - - - Wes.	334 0 0	Sept. 4, 1849	6 12 0¼	18 6 8	- -	171 0 0	7 6 0
Sowerby - - N.S.	- - -	- - -	2 18 0	56 5 0	- -	- - -	3 7 0
Sowerby, St. George's N.S.	260 0 0	May 30, 1845	6 13 4½	53 15 0	- -	320 0 0	35 5 0
Sowerby (Chapelry District) - - N.S.	- - -	- - -	4 6 3				
Sowerby Bridge, Boys and Girls - - N.S.	*245 0 0	May 3, 1838	2 13 8½	- - -	- -	61 3 0	
Sowerby Bridge - Wes.	- - -	- - -	3 14 4½	113 10 0	- -	413 4 2	23 8 0
Spofforth - - N.S.	174 15 0	Feb. 1, 1851	1 17 4½	- - -	- -	47 10 0	
Stainborough (Hood Green) - - N.S.	- - -	- - -	- - -	33 0 0			
Staiths - - - N.S.	100 0 0	Jan. 20, 1851					
Stanbury-in-Haworth N.S.	87 0 0	Dec. 13, 1848					
Stanley, St. Peter's N.S.	177 0 0	Nov. 8, 1848	4 9 10	79 15 0	- -	246 3 4	21 0 0
Stanningley, St. Thomas', Mixed - N.S.	250 0 0	Nov. 11, 1846	2 0 0				
" - - - "	16 0 0	Aug. 12, 1848					
Stannington - N.S.	52 10 0	Apr. 26, 1842	0 19 11½	- - -	- -	32 10 0	
Staveley - - - N.S.	70 10 0	May 9, 1851	1 0 5	52 5 0	- -	47 18 4	15 3 0
Stillington - - Wes.	- - -	- - -	1 13 4	15 0 0	- -	5 0 0	3 2 0
Sutton - - - B.S.	- - -	- - -	2 10 3½	13 15 0	- -	- - -	7 12 0
Sutton in Derwent N.S.	40 0 0	Dec. 23, 1844	0 13 2½				
Swinefleet - - N.S.	90 0 0	Mar. 6, 1849					
Swinefleet - - Wes.	- - -	- - -	4 3 7½	- - -	- -	95 10 0	
Swinton - - - N.S.	36 0 0	Mar. 1, 1843	2 15 11½	- - -	- -	- - -	5 13 0
" - - - "	418 16 8	April 18, 1854					
Tanfield, West - N.S.	- - -	- - -	2 1 8	85 0 0	- -	52 10 0	9 1 0
Tankersley - - N.S.	- - -	- - -	4 3 4½	7 10 0	- -	15 0 0	7 0 0
Thirsk, Boys and Girls B.S.	125 0 0	Nov. 24, 1840	12 17 0½	110 13 4	- -	409 13 4	42 0 0
" - - - "	50 0 0	Dec. 9, 1847					
" - - - "	80 0 0	Aug. 22, 1854					
Thornaby - - N.S.	300 0 0	June 3, 1847	3 17 4				
Thorner - - - N.S.	- - -	- - -	1 13 4½				
Thornes - - - N.S.	- - -	- - -	2 7 0½	128 8 4	- -	99 8 4	
Thornton - - N.S.	20 0 0	June 20, 1844	- - -	- - -	- -	10 0 0	
" - - - "	15 0 0	Feb. 1, 1848					
Thorpe Hesley - N.S.	147 0 0	Jan. 18, 1840	1 10 0½				
Thorpe Salvin - N.S.	- - -	- - -	1 6 7½				
Thurgoland - - N.S.	160 0 0	Jan. 7, 1851	2 9 6½	- - -	- -	170 11 8	
Thurstonland, Endowed Par.	20 0 0	Mar. 6, 1843	7 4 8½	96 13 4	- -	308 2 6	11 18 0
" - - - "	52 8 0	Dec. 24, 1845					
" - - - "	36 0 0	Aug. 9, 1855					
Tickton - - - N.S.	64 0 0	May 29, 1848					
Timble, Great - B.S.	*22 0 0	Dec. 10, 1836					
Townley - - R.C.	- - -	- - -	2 12 6½				
Ulleskelfe - Ch.E.	- - -	- - -	- - -	17 10 0	- -	- - -	4 10 0
Wadsley, Mixed and Infants - - N.S.	*152 0 0	Sept. 18, 1839	10 2 2½	155 3 4	- -	483 18 4	4 11 0
" - - - "	100 0 0	Mar. 22, 1855					
Wadworth - - N.S.	72 10 0	Mar. 11, 1842	2 12 2½	92 10 0	- -	- - -	10 8 0
Wakefield, All Saints' N.S.	9 14 8	Dec. 6, 1849	6 14 9½	63 10 0	- -	204 10 0	
Wakefield, Holy Trinity, Boys and Girls - - N.S.	225 0 0	Nov. 12, 1847	9 2 4½	207 3 4	- -	441 7 6	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wakefield, St. Andrew's Boys, Girls, and Infants - - - N.S.	320 0 0	Feb. 11, 1846	5 15 0	25 16 8	- -	201 10 10	
" " - "	18 6 4	July 21, 1846					
" " - "	95 0 0	Oct. 24, 1849					
Walton - - - N.S.	- - -	- - -	2 10 0	91 5 0	- -	117 6 8	7 5 0
Wansford, Great - N.S.	- - -	- - -	1 14 2¾	66 5 0	- -	- - -	3 6 0
Warmfield - - B.S.	*50 0 0	Jan. 25, 1837					
Warmsworth - N.S.	- - -	- - -	1 12 11½	33 15 0	- -	- - -	5 6 0
Wath-upon-Dearne N.S.	- - -	- - -	1 18 0				
Weaverthorpe - N.S.	- - -	- - -	- -	35 15 0			
Weighton, Market, Boys and Girls - N.S.	140 0 0	Jan. 30, 1843	4 9 2¾	61 10 0	- -	289 0 0	24 6 0
Welburn - - N.S.	- - -	- - -	1 13 4¾	39 17 6	- -	18 6 8	
Welton - - - N.S.	- - -	- - -	3 8 4¼	107 12 6	- -	117 10 0	15 18 0
Wentworth - - N.S.	- - -	- - -	3 2 6½	75 16 8	- -	413 15 0	
Westgate Common N.S.	123 15 0	May 18, 1852	2 11 9	23 15 0	- -	42 10 0	
" " - "	35 0 0	Apr. 28, 1853					
Weston - " - N.S.	- - -	- - -	2 1 3½	13 6 8	- -	415 2 6	
Wetherby - - N.S.	- - -	- - -	1 14 0				
Wetherby - - Wes.	- - -	- - -	5 7 6½	37 10 0	- -	184 0 0	22 14 0
Wetwang (Lady Sykes')	- - -	- - -	- -	28 6 8			
Whiston, Mixed - N.S.	*75 0 0	Jan. 2, 1839	2 3 9½	31 5 0	- -	73 15 0	2 8 0
Whitby - - - B.S.	- - -	- - -	4 0 1¼	33 0 0	- -	460 6 8	
Whitby, Boys and Girls N.S.	200 0 0	Jan. 4, 1845	6 1 3	31 5 0	- -	473 12 6	
Whitby - - - Wes.	- - -	- - -	4 0 0¼	25 6 8	- -	29 13 4	
Wicker, Holy Trinity, Boys, Girls, and Infants - - - N.S.	628 3 4	Feb. 4, 1854	14 12 4½	35 0 0	- -	136 10 0	
Wigginton - - N.S.	*40 0 6	Jan. 9, 1836					
Wilsden, Infant - N.S.	*60 0 0	July 28, 1838	1 9 5	51 1 8	- -	4 3 4	11 1 0
Withernwick - N.S.	55 0 0	Oct. 1, 1847					
Wombwell, Boys and Girls - - - N.S.	134 0 0	Feb. 12, 1847	3 3 4	- -	- -	- - -	6 0 0
" - - "	13 14 0	July 31, 1855					
Woodhouse, Ch. Ch., Boys and Girls - N.S.	*150 0 0	Dec. 3, 1836	8 18 1½	147 11 8	- -	479 16 8	
Woodhouse (Feather Hill), St. Mark's, Boys and Girls - - N.S.	200 0 0	Nov. 24, 1846	12 12 10½	21 13 4	- -	669 15 0	
Woodside (Leeds) N.S.	220 0 0	Apr. 9, 1850	4 16 8½	15 0 0	- -	29 0 0	15 11 0
Worrall (Mixed) - N.S.	101 0 0	Sept. 28, 1848	2 5 10	- -	- -	75 0 0	
Worsborough, Grammar School - - - -	- - -	- - -	2 8 8¼				
Worsborough Dale, Boys and Girls - N.S.	169 0 0	Dec. 29, 1848	6 11 2				
Wortley (near Leeds) B.S.	*400 0 0	Mar. 1, 1837					
Wortley (near Leeds) N.S.	*55 0 0	Jan. 5, 1836	- -	- -	- -	57 6 8	
Wortley, New (near Leeds) - N.S.	500 0 0	June 11, 1849	- -	- -	- -	71 0 0	
Wortley (near Sheffield) - - - N.S.	- - -	- - -	2 10 0½	56 5 0	- -	248 10 0	8 8 0
Wortley (New Zion), Boys and Girls - B.S.	- - -	- - -	5 6 8½	- -	- -	105 13 4	
Wragby - - N.S.	- - -	- - -	- -	73 15 0			
Wrenthorpe - - N.S.	100 0 0	Feb. 10, 1845					
Wyke - - - N.S.	- - -	- - -	4 4 7	12 7 6	- -	161 8 4	15 12 0
Wykeham - - N.S.	- - -	- - -	1 3 4	42 0 0	- -	6 5 0	
Yapham - - N.S.	- - -	- - -	1 6 8				
Yeadon - - N.S.	272 0 0	Feb. 15, 1849	3 6 7¾	13 15 0	- -	145 5 0	
Yedingham - N.S.	*12 0 0	Sept. 21, 1836					
York (Albion Street) Wes.	- - -	- - -	9 10 4½	85 0 0	- -	346 15 0	
York, Aldwark - N.S.	- - -	- - -	6 13 3½	47 0 0	- -	332 13 0	
York (Bishopgate Street) - - N.S.	11 6 8	Nov. 29, 1855	6 9 2½	44 8 4	- -	162 0 0	
York, Bishophill - B.S.	- - -	- - -	5 0 0½	- -	- -	14 1 8	
York, St. George's Wes.	- - -	- - -	7 18 0½	151 8 4	- -	391 6 8	
York (Hope Street) B.S.	- - -	- - -	9 1 10½	43 6 8	- -	388 13 4	

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ork (Manor House), Boys - N.S.	23 6 8	Jan. 8, 1855	12 13 11½	124 13 4	47 18 4	655 13 4	
„ „ - „	18 13 4	Oct. 17, 1855					
ork (Micklegate), Trinity, Boys - N.S.	*125 0 0	Sept. 3 1836	5 0 11½	87 18 4	- -	369 17 6	
ork (Micklegate), Girls and Infants, District - - N.S.	176 10 0	Aug. 4, 1853	- -	17 0 0	- -	112 1 8	
ork, St. Cuthbert's N.S.	- - -	- - -	6 9 11½	73 15 0	25 0 0	419 0 0	
ork, St. Mary's, Boys - - - R.C.	- - -	- - -	1 14 11	- -	- -	109 14 2	
ork, St. Mary's, Girls - - - R.C.	- - -	- - -	4 15 2½	34 16 8	- -	345 13 4	
ork, the Groves Ch. of Eng.	- - -	- - -	3 0 0				
ork (Walmgate) N.S.	- - -	- - -	5 0 0				
ork (Walmgate), St. Margaret's, Boys and Girls - - N.S.	200 0 0	Sept. 10, 1842	10 12 6½	210 15 0	45 16 8	552 10 0	
„ „ - „	75 0 0	Dec. 29, 1847					
ork and Ripon, Training	- - -	- - -	-	221 12 6			
ork and Ripon, Male Practising - -	100 0 0	June 24, 1851	- -	20 0 0	- -	75 13 4	
ork and Ripon, Female Practising -	- - -	- - -	- -	54 3 4			

WALES.

ANGLESEA.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
mmaes - - - B.S.	150 0 0	Oct. 25, 1847	5 9 7½	- -	- -	114 10 0	
aerwen - - N.S.	171 0 0	Nov. 21, 1850	9 0 1½	- -	- -	27 18 4	
walchmai - - N.S.	*30 0 0	Mar. 14, 1840					
eneglwys, Infant B.S.	18 0 0	Dec. 23, 1840					
olyhead - - B.S.	*37 0 0	Oct. 15, 1836	11 4 2½	82 5 0	- -	548 11 3	
„ - - - „	354 0 0	June 7, 1849					
„ - - - „	30 15 0	Mar. 4, 1853					
olyhead - - N.S.	55 0 0	July 29, 1840	4 9 0½	86 0 0	- -	165 8 4	
„ - - „	15 6 3	Sept. 6, 1844					
lanallgo - - N.S.	75 0 0	May 4, 1846	0 9 4¾				
landbadrig Ch. S.	- - -	- - -	- -	- -	- -	57 10 0	
landdeusant and Llanbabo - - N.S.	164 0 0	Feb. 21, 1849	- -	41 5 0	- -	61 9 2	
langefni, Mixed - B.S.	179 15 0	July 26, 1852	6 13 4½	60 0 0	- -	148 10 0	
langefni, Mixed and Infants - N.S.	279 10 0	Mar. 24, 1853	3 15 8½	22 0 0	- -	69 9 2	20 15 0
„ „ „	14 0 0	Mar. 20, 1855					
langeinwen - B.S.	180 0 0	Feb. 24, 1849					
langristiolus - N.S.	50 0 0	Mar. 1, 1841					
lanrhyddlad - B.S.	130 0 0	June 28, 1845	1 13 4	33 15 0	- -	210 0 0	31 1 0
„ - N.S.	208 0 0	May 18, 1847					
lanvaelog - - N.S.	121 0 0	June 16, 1849	2 13 10½	- -	- -	108 6 8	9 1 0
landysilio, Mixed N.S.	140 0 0	Aug. 12, 1853	2 8 11				
arian Glas - B.S.	125 0 0	July 31, 1844	6 10 3½	28 15 0	- -	293 8 4	17 9 0
„ - - „	40 0 0	July 27, 1847					
mmoen and Llan-goed - - N.S.	133 0 0	Mar. 8, 1852	1 10 5	34 10 0	- -	102 16 8	4 0 0
nsarn - - N.S.	*40 0 0	June 29, 1836					
osybol - - B.S.	200 0 0	Aug. 28, 1848	4 16 0	23 15 0	- -	105 10 0	18 3 0
ewalchmai - N.S.	See Gwalchmai.						

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	Amount.	Date of Payment.					
BRECKNOCKSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Abercrave, Mixed - N.S.	144 10 0	Jan. 26, 1854	2 12 0	20 12 6	- -	15 0 0	1 10 0
Abergwessin - N.S.	93 0 0	Oct. 16, 1851	2 0 0				
Brecon, St. David's N.S.	a*73 0 0	Mar. 2, 1836					
Brecon, St. John's N.S.	- - -	- - -	- - -	- -	- -	171 0 0	
Brecon, St. Mary's, Girls and Infants N.S.	214 10 0	Aug. 26, 1850	3 0 4½	- -	- -	345 10 0	
Castle Madoc, Mixed B.S.	84 0 0	June 8, 1854	1 6 8	- -	- -	- - -	3 0 0
Devynnock (Sir J. Davey's) Endowed School - - -	77 0 0	Sept. 30, 1840	2 11 11½				
" "	23 6 8	Sept. 12, 1855					
Hay - - N.S.	65 12 0	May 10, 1855	6 3 4½	105 0 0	- -	180 3 4	12 16 0
Llanelly - - N.S.	*50 0 0	Feb. 6, 1836 -	1 4 1½				
" - - "	6 0 0	Feb. 8, 1847					
Llangasty - - N.S.	- - -	- - -	-	35 0 0			
Llangenny - N.S.	74 0 0	Aug. 11, 1848					
Llanigon - N.S.	*30 0 0	June 20, 1838					
Ynisceedwyn (Iron Works School) -	250 0 0	Jan. 15, 1842	2 0 9				
" " -	125 0 0	Mar. 1, 1844					
CARDIGANSHIRE.							
Aberaron - - N.S.	266 0 0	Mar. 26, 1849	2 16 8½				
Aber Bank - - N.S.	157 0 0	July 23, 1849	3 8 8½	- -	- -	30 0 0	6 9 0
Aberporth, Mixed - N.S.	78 10 0	Oct. 29, 1853	1 6 8½				
Bangor Chapel, Mixed - - N.S.	139 15 0	May 3, 1854	- -	28 15 0			
Borth - - N.S.	100 0 0	July 22, 1842					
" "	8 0 0	Sept. 2, 1846					
Cardigan, St. Mary's N.S.	322 0 0	Mar. 1, 1849	5 7 7½	85 15 0	- -	522 0 0	
Henfynyw - - N.S.	*13 0 0	Aug 10, 1836					
Lampeter, Pont Stephen, Boys and Girls - - N.S.	119 5 0	Nov. 22, 1850	- -	58 10 0	- -	31 13 4	
Llanarth - - N.S.	*50 0 0	Aug. 9, 1837					
Llanddewi Aberarth N.S.	*40 0 0	Apr. 22, 1840					
Llandygwydd - N.S.	- - -	- - -	2 13 1½	4 2 6	- -	115 10 0	
Llandyssil - - B.S.	78 0 0	June 19, 1850					
Llandyssil - - N.S.	112 10 0	Feb. 5, 1852	4 19 5½	- -	- -	30 15 10	6 4 6
" " - "	25 0 0	July 1, 1852					
Llangeitho " - N.S.	82 0 0	Sept. 17, 1847					
Llangranog - - N.S.	52 10 0	Nov. 21, 1846	0 19 0				
" - - "	15 0 0	Oct. 25, 1847					
Llangoedmore, Church School - - - -	84 10 0	Feb. 28, 1849	1 13 4	- -	- -	57 10 0	1 15 0
" - - "	59 10 0	Dec. 12, 1849					
Llanllwchairn - N.S.	*40 0 0	June 20, 1835					
Llanrhystyd - B.S.	- - -	- - -	1 18 9				
Llwyndafydd, Mixed - - B.S.	153 0 0	Oct. 6, 1855					
New Quay - - B.S.	- - -	- - -	3 3 4½	- -	- -	63 0 0	13 8 0
Penllwyn - - B.S.	- - -	- - -	2 6 7				
Pen-y-parke - N.S.	224 0 0	June 26, 1847	1 0 3½	78 7 0	- -	273 10 0	40 2 0
" - - "	12 19 7	Oct. 20, 1854					
CAERMARTHENSHIRE.							
Abergwili - - N.S.	*80 0 0	Oct. 10, 1834	- -	75 0 0	- -	109 0 0	
Bettws - - N.S.	55 0 0	June 12, 1845					
" - - "	28 0 0	Feb. 17, 1847					
Capel Cynfal - - N.S.	123 0 0	Sept. 6, 1849	0 12 2	- -	- -	- - -	2 2 0
Capel Evan - - B.S.	- - -	- - -	2 16 0½	- -	- -	- - -	25 0 0
Caermarthen, St. David's - - N.S.	727 0 0	May 1, 1849	6 2 0	93 6 8	- -	377 3 4	

a School pulled down.

Name and Denomination of Schools.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
CAERMARTHENSHIRE —*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Caermarthen, Lancasterian - - B.S.	465 0 0	Nov. 26, 1850	6 2 1½	112 7 6	- -	493 0 0	
" - - "	21 0 0	May 23, 1854					
Cwmamman - - N.S.	- - -	- - -	2 0 3½	7 10 0	- -	3 15 0	
Dafen (Tin Plate Works) - - N.S.	- - -	- - -	5 12 10½	47 10 0	- -	117 9 7	15 2 0
Ferryside, St. Thomas' - - N.S.	- - -	- - -	- -	22 11 8	- -	29 11 8	8 9 0
Kenarth - - N.S.	*32 0 0	Feb. 28, 1838					
Llanddarog, Mixed N.S.	148 13 4	Jan. 26, 1853					
" - - "	50 0 0	Nov. 9, 1854					
Llandefeilog, Mixed N.S.	225 19 6	Mar. 29, 1855	1 19 11½				
Llandovery, Boys and Girls - - B.S.	332 0 0	Aug. 27, 1849	6 13 4½	11 0 0	- -	301 3 4	
Llandovery, Boys, Girls, and Infants N.S.	300 0 0	Nov. 20, 1846	4 9 2½	103 0 0	- -	298 0 0	
Llandyvie - - N.S.	130 0 0	Dec. 3, 1849	4 13 3½				
Llanelly - - N.S.	*113 0 0	June 21, 1837					
" - - "	*87 0 0	May 18, 1839					
Llanelly, Boys and Girls - - B.S.	250 0 0	Mar. 11, 1854	2 17 2½	18 15 0	- -	50 17 6	
Llanelly, Infant - B.S.	20 0 0	Nov. 26, 1852					
" " "	192 0 0	Aug. 3, 1855					
Llanelly (Copper Works) - - B.S.	- - -	- - -	6 19 6½	111 13 4	- -	373 10 0	
Llanfihangel Uwch Gwili - - N.S.	50 0 0	Jan. 12, 1848					
Llanfihangel Aberbythic - - N.S.	- - -	- - -	1 8 1	42 12 6	- -	70 0 0	8 0 0
Llangadock - - B.S.	73 10 0	Apr. 26, 1852	1 13 4½				
Llangeler - - N.S.	100 0 0	Mar. 18, 1850					
Llangennech, Church S.	66 0 0	Mar. 11, 1851	4 4 10½	11 13 4	- -	121 3 4	
" - - "	10 0 0	Oct. 2, 1852					
Llannon - - N.S	- - -	- - -	3 2 6	18 15 0	- -	17 10 0	3 0 0
Mydrim - - N.S.	15 0 0	Sept. 2, 1846					
Newcastle Emlyn - N.S.	118 10 0	Feb. 7, 1850	3 12 6½	- -	- -	12 10 0	5 2 0
CAERNARVONSHIRE.							
Abereirch - - N.S.	*40 0 0	Aug. 3, 1836	2 0 0½				
Bangor - - N.S.	*72 0 0	Feb. 27, 1836					
Bangor - - R.C.	- - -	- - -	1 0 0½				
Bangor, Diocesan Board	- - -	- - -	39 5 5				
Bangor (Garth Road), Boys and Girls - B.S.	500 0 0	May 23, 1849	14 18 5½	185 0 0	- -	924 0 0	
" " - "	28 0 0	Sept. 8, 1854					
" " - "	6 10 0	Nov. 2, 1854					
Beddgelert - - B.S.	150 0 0	Nov. 17, 1851	3 0 0	- -	- -	72 1 8	22 9 0
Bethesda - - B.S.	- - -	- - -	5 0 0½	16 10 0	- -	63 0 0	8 1 0
Bettws Garmon - N.S.	30 0 0	Oct. 12, 1844					
Bodfean - - N.S.	50 0 0	June 22, 1842	- -	19 5 0			
Bodfeirig - - N.S.	- - -	- - -	2 16 9½	18 0 0	- -	5 0 0	
Bontnewydd - - N.S.	63 0 0	Aug. 18, 1845	- -	- -	- -	15 0 0	
" - - "	84 0 0	Sept. 19, 1850					
Bottwnog, Girls - N.S.	66 0 0	Jan. 9, 1847					
" - - "	6 0 0	Sept. 14, 1847					
Bronyfoel (in Parish of Llandwrog), Boys and Girls - N.S.	472 10 0	Oct. 12, 1844					
Bryncroes and Rhyw - - N.S.	*45 0 0	Jan. 1, 1837					
" " - "	29 7 8	Sept. 2, 1852					
Caernarvon, Model S.	*100 0 0	Jan. 1, 1837	7 3 3	- -	- -	911 4 2	
" " - "	400 0 0	Sept. 13, 1842					
" " - "	166 0 0	Apr. 13, 1843					
" " - "	150 0 0	Oct. 23, 1843					
" " - "	250 0 0	May 5, 1848					
Clynnog - - N.S.	163 0 0	Aug. 19, 1850	- -	18 6 8			

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
CAERNARVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Conway, Boys - N.S.	*108 0 0	May 6, 1840	8 10 10	78 3 4	- -	251 5 10	
" - - "	54 0 0	Feb. 17, 1852					
Dolbadarn - - B.S.	- - -	- - -	2 0 5½	7 10 0	- -	- -	6 11 0
Dwygyfylchi - - N.S.	100 0 0	Sept. 23, 1848	1 17 4	16 10 0			
Edern - - - N.S.	90 0 0	May 20, 1847					
Glanogwen, Mixed N.S.	208 5 0	Jan. 19, 1853	5 4 2	11 0 0	- -	5 0 0	3 2 0
Llanbedr and Caerhaen - - - N.S.	*47 0 0	Feb. 21, 1838					
Llandudno - - N.S.	120 0 0	Sept. 26, 1846	6 6 11½	43 10 0	- -	74 11 8	14 4 0
" - - - "	175 0 0	May 29, 1855					
Llandwrog, Boys, Girls, and Infants N.S.	199 15 0	Mar. 15, 1854	- -	97 10 0	- -	3 3 0	
Llanengan - - B.S.	191 0 0	Aug. 28, 1848					
Llanengan - - N.S.	118 0 0	Dec. 7, 1846	1 8 4½				
" - - - "	39 0 0	Feb. 17, 1847					
Llanfair-is-gaer - N.S.	75 0 0	June 19, 1844					
Llanfair-Vechan - N.S.	180 0 0	April 23, 1850	- -	40 10 0			
Llangelynin Gyffin N.S.	80 0 0	Mar. 1, 1844					
Llaniestyn - - N.S.	40 0 0	Aug. 4, 1843					
" - - - "	17 0 0	Feb. 14, 1844					
Llanllechid - - N.S.	101 0 0	June 6, 1843	3 9 2½	5 0 0	- -	29 0 0	
" - - - "	46 13 4	Mar. 7, 1855					
Llanmor - - N.S.	44 0 0	Aug. 10, 1855					
Llanystymdwy, Mixed - - N.S.	91 7 6	Jan. 31, 1853	- -	18 15 0	- -	- - -	4 12 0
Nefyn - - - N.S.	25 0 0	June 31, 1840					
Pwllheli - - - N.S.	200 0 0	June 1, 1843	6 16 4½	36 5 0	- -	147 12 6	8 1 0
" - - - "	70 0 0	Feb. 23, 1849					
Roe Wen - - B.S.	260 0 0	Feb. 7, 1849	1 16 7	- -	- -	142 10 0	
Tre and Port Madoc B.S.	53 10 0	Apr. 25, 1840	7 1 9½	- -	- -	178 0 0	
Twthill - - - N.S.	200 0 0	Aug. 7, 1848					
" - - - "	6 0 0	Nov. 4, 1852					
Tyntur - - - N.S.	- - -	- - -	3 13 3½	20 0 0	- -	22 6 8	
Wawnfawr - - N.S.	*93 0 0	Dec. 26, 1838					
Ynyscunhaiarn - B.S.	*60 0 0	Mar. 14, 1840					
DENBIGHSHIRE.							
Abergele - - N.S.	*70 0 0	May 26, 1838	3 2 6	- -	- -	142 0 0	
Bettws-yn-Rhos, Boys and Girls - - Ch.S.	- - -	- - -	2 6 7½				
Blaenau Llangernyn B.S.	200 0 0	Jan. 5, 1849	2 2 1				
Brymbo, Boys and Girls - - - N.S.	373 0 0	May 11, 1852	5 2 0	22 0 0			
Chirk - - - B.S.	- - -	- - -	3 15 0	- -	- -	245 0 0	
Chirk - - - N.S.	100 0 0	Mar. 1, 1844	2 15 0	- -	- -	203 3 4	9 10 0
" - - - "	11 0 0	June 28, 1845					
Colwyn - - - N.S.	100 0 0	Dec. 3, 1840	2 10 0½				
Denbigh - - - N.S.	392 0 0	Apr. 26, 1848	2 3 4½	40 0 0	- -	136 5 0	
Denbigh, Boys and Girls - - - B.S.	250 0 0	Apr. 4, 1844	9 19 4½	65 0 0	- -	311 10 10	
" - - - "	150 0 0	Mar. 28, 1846					
" - - - "	12 0 0	Dec. 19, 1851					
" - - - "	24 0 0	Aug. 9, 1854					
Eglwysfach - - N.S.	*75 0 0	Feb. 20, 1836	1 13 3½	- -	- -	195 0 0	8 17 0
Glyndifwdwy, Infants - - - B.S.	35 0 0	Nov. 10, 1843					
Gresford - - N.S.	*100 0 0	Oct. 24, 1838	- -	- -	- -	- - -	15 6 0
Gwersyllt - - N.S.	87 0 0	Apr. 19, 1852	2 10 0½	- -	- -	52 10 0	13 16 0
Llanarmon Dyffryn Ceiriog - - N.S.	20 0 0	Sept. 6, 1844					
Llandyrnog - - N.S.	*50 0 0	Dec. 1, 1838	2 0 11½	- -	- -	210 0 0	5 14 0
" - - - "	132 0 0	Aug. 20, 1855					
Llanelidan - - N.S.	50 0 0	Apr. 4, 1843					
" - - - "	20 0 0	Mar. 28 1846					
Llanfair Talhaiarn N.S.	*50 0 0	Aug. 24, 1836	2 19 5½	55 0 0	- -	98 6 8	3 17 0
" " - -	35 0 0	Oct. 16, 1850					
Llanferres - - N.S.	55 0 0	July 7, 1847	1 4 11½	14 10 0	- -	200 0 0	5 14 0

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	Amount	Date of Payment.					
DENBIGHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Llangedwin - - N.S.	- - -	- - -	- - -	30 5 0	- -	15 0 0	4 15 0
Llangollen - - B.S.	275 0 0	Nov. 22, 1848	3 6 4½	33 2 6	- -	185 10 0	25 15 0
" - - "	8 16 0	Nov. 2, 1854					
Llangollen - - N.S.	103 0 0	Jan. 15, 1842	2 13 7½	29 5 0	- -	224 14 2	9 12 0
" - - "	18 0 0	Mar. 8, 1852					
Llanrhaiadr-yng-hghinmeirch - N.S.	- - -	- - -	2 7 3½	13 15 0	- -	100 0 0	12 18 0
Llanrwst - - B.S.	227 14 0	Mar. 11, 1847	1 14 8	37 2 6	- -	63 0 0	8 14 0
Llanrwst - - N.S.	296 0 0	Oct. 6, 1847	3 1 2½	86 0 0	- -	124 10 0	16 18 0
Llansaintfraid Glyn Ceirog - - N.S.	*64 0 0	July 27, 1839					
" " - "	14 0 0	Oct. 25, 1847					
Llansaintfraid Glan Conway, or Brynrhys - - N.S.	*50 0 0	Dec. 12, 1835	2 18 3½	27 10 0	- -	142 3 4	15 12 0
Minera - - N.S.	373 0 0	May 11, 1852	5 2 0	- -	- -	64 3 4	12 11 0
Rhos-Llanerchrugog N.S.	200 0 0	Nov. 26, 1844	1 14 11	8 5 0	- -	73 15 0	10 2 0
" - - "	66 0 0	Mar. 11, 1846					
Rhos-y-medre " - N.S.	- - -	- - -	1 0 0½	- -	- -	30 0 0	
Ruabon - - N.S.	366 0 0	May 6, 1848	2 13 4	23 15 0	- -	201 10 0	4 10 0
Ruthin - - B.S.	618 0 0	Mar. 10, 1848	12 6 8½	36 0 0	- -	566 13 4	
Ruthin - - N.S.	361 0 0	Feb. 7, 1849	6 8 1½	62 13 4	- -	226 6 8	
" - - "	47 18 0	Oct. 3, 1855					
Wrexham - - N.S.	*125 0 0	Aug. 25, 1838	3 6 8				
" - - "	14 0 0	Sept. 25, 1841					
" - - "	150 0 0	June 13, 1850					
" - - "	10 12 6	July, 18, 1854					
Wrexham - - B.S.	150 0 0	Feb. 19, 1841	3 10 10	39 15 0	- -	95 10 0	
FLINTSHIRE.							
Asaph, St., Boys - N.S.	- - -	- - -	2 1 8½	22 10 0	- -	74 3 4	8 2 0
Bagillt - - N.S.	150 0 0	Mar. 27, 1841	4 0 1½	- -	- -	61 10 0	23 0 0
" - - "	30 0 0	Apr. 10, 1844					
Bistre-in-Mold - N.S.	100 0 0	June 13, 1842					
Brynford, Boys and Girls - - N.S.	198 8 6	Dec. 29, 1853	2 19 11½				
Buckley, St. Matthew's - - N.S.	411 4 0	Aug. 30, 1849	5 19 6	215 18 4	- -	185 0 0	25 11 0
Cilcain, Mixed - N.S.	65 0 0	Feb. 21, 1843	2 4 0	76 10 0			
Flint - - - N.S.	20 0 0	July 31, 1844	2 15 3½	13 6 8	- -	167 10 0	
" - - "	38 0 0	Jan. 9, 1855					
Gorsedd - - N.S.	82 17 6	Feb. 24, 1854					
Gwernafield - - N.S.	*100 0 0	Aug. 22, 1838	1 0 2				
" - - "	30 0 0	Oct. 30, 1850					
Hawarden - - N.S.	*125 0 0	Jan. 5, 1838					
Holywell - - N.S.	- - -	- - -	- - -	- - -	- -	269 13 4	
Holywell, Boys and Girls - - - B.S.	83 0 0	Mar. 9, 1855	4 11 0½				
Holywell - - P.U.	- - -	- - -	- - -	- - -	- -	5 0 0	
Lixwm, Boys and Girls - - - B.S.	204 0 0	Feb. 7, 1849	7 0 1	49 16 8	- -	199 0 0	19 17 0
Meliden - - N.S.	200 0 0	Mar. 4, 1843	3 8 4	90 0 0	- -	197 8 4	10 6 0
Mold - - - N.S.	452 10 0	July 23, 1850	5 1 3	80 15 0	- -	447 0 0	43 18 0
Mold - - - B.S.	180 0 0	Sept. 6, 1844	4 15 10½	53 10 0	- -	508 3 4	16 0 0
Mostyn - - N.S.	250 0 0	July 31, 1844	5 5 6½	- -	- -	170 0 0	14 5 0
Port Bleiddyn - N.S.	*75 0 0	May 25, 1836					
Redbrooke, Village S. N.S.	- - -	- - -	- - -	- - -	- -	20 16 8	
Rhyl - - - N.S.	51 0 0	Aug. 19, 1842	1 10 0	- -	- -	- - -	4 3 0
Rhuddlan - - N S.	- - -	- - -	2 17 4½	149 12 6	- -	154 10 0	20 7 3
Talacre - - R.C.	- - -	- - -	1 11 8	5 10 0	- -	67 18 4	14 0 0
Trenddyn - - N.S.	70 0 0	July 31, 1844					
Wepre, St. Mark's N.S.	*100 0 0	Nov. 1, 1837					
" " - "	50 0 0	June 28, 1845					
" " - "	7 0 0	Feb. 15, 1855					
Whitford - - N.S.	- - -	- - -	3 0 8½	74 5 0	- -	102 0 0	21 0 0
Ysceifiog - - Ch. S.	120 15 0	Mar. 30, 1852	1 7 6				

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GLAMORGANSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberavon, Boys and Girls - - N.S.	172 10 0	June 21, 1854	4 9 9½				
Aberdare, Town, Boys and Girls - N.S.	285 15 0	Apr. 29, 1851	3 9 8	41 5 0	- -	281 14 2	
Aberdare - - B.S.	- - -	- - -	- - -	- - -	- -	29 0 0	
Bettws - - - N.S.	71 0 0	Jan. 2, 1850	1 4 3				
Bishopston and Pennard - - N.S.	216 0 0	May 27, 1851					
Bride, St., Major - N.S.	*30 0 0	Jan. 4, 1840	1 15 1	83 15 0	- -	139 11 8	26 17 0
" " - "	27 0 0	May 20, 1845					
Bridge End " - N.S.	- - -	- - -	4 7 0½	- -	- -	238 3 4	26 7 0
Bridge End - Wes.	- - -	- - -	1 15 4	- -	- -	108 11 8	1 14 0
Cadoxton, Merthyrdovan - - N.S.	56 0 0	May 21, 1847					
Cadoxton-juxta-Neath N.S.	152 0 0	May 18, 1849	5 5 1½	16 15 0	- -	241 0 0	29 11 0
" - "	201 0 0	Apr. 27, 1852					
Cardiff - - - R.C.	- - -	- - -	5 1 5½	16 10 0			
Cardiff Boys and Girls - - Wes.	- - -	- - -	7 13 5	185 15 0	- -	391 4 2	
Cardiff, St. Mary's - N.S.	380 0 0	May 2, 1848	3 10 7½	146 13 4	- -	533 13 4	
" " - "	36 0 0	Dec. 11, 1849					
" " - "	20 0 0	Dec. 15, 1849					
" " - "	40 0 0	Dec. 19, 1849					
Cowbridge - - N.S.	*45 0 0	Mar. 6, 1839					
" - - "	12 15 0	Nov. 21, 1855					
Coychurch - - N.S.	*20 0 0	Oct. 18, 1837					
" - - "	27 10 0	Aug. 14, 1851					
Cwmbach - - N.S.	200 0 0	July 25, 1850	2 18 10½				
Cyfarthfa - - N.S.	46 0 0	Oct. 10, 1855	4 4 9	41 5 0	- -	52 10 0	
Dowlais (Sir John Guest's)	- - -	- - -	- -	281 11 8			
Fagan's, St., Boys and Girls - - N.S.	- - -	- - -	1 4 8				
Gellygaer, Endowed	- - -	- - -	- -	- -	- -	29 0 0	
Giant's Grave - B.S.	96 0 0	Dec. 19, 1842	1 13 10½				
Hafod Copper Works	- - -	- - -	- -	- -	- -	222 0 0	
Llandaff - - N.S.	- - -	- - -	2 0 9¼	54 3 4	- -	16 13 4	3 0 0
Llandeilo, Talybont, or Pontarddulais N.S.	128 0 0	July 8, 1846					
" - "	10 0 0	July 25, 1851					
Llanfabon - " - N.S.	288 0 0	Aug. 13, 1850					
Llangyfelach - N.S.	3 0 0	July 30, 1846					
" - "	45 0 0	Apr. 15, 1847					
Llantrisant - N.S.	- - -	- - -	1 11 10½	- -	- -	110 10 0	30 5 0
Llantwit Major - N.S.	- - -	- - -	1 19 1½				
Loughor - - Par.	169 18 0	Aug. 19, 1854	4 15 11½	15 15 0	- -	90 13 4	22 4 0
Maesteg (Iron Works) - - B.S.	- - -	- - -	- -	5 16 8	- -	114 0 0	11 15 0
Maesteg (Llynvi Iron Works) - B.S.	- - -	- - -	15 5 0½	83 15 0	- -	472 5 0	
Maesteg or Llangoyndd (Spelter Works) - B.S.	- - -	- - -	- -	- -	- -	43 15 0	
Merthyr Tydvil, St. David's, Boys, Girls and Infants N.S.	300 0 0	Jan. 29, 1849	- -	78 10 10	- -	148 0 10	
" - "	108 15 2	Sept. 30, 1852					
Morriston - - B.S.	*150 0 0	Jan. 11, 1837					
Mumbles, Infants - B.S.	*30 0 0	May 18, 1839	1 0 0½	9 12 6	- -	63 0 0	17 7 0
Nantgarw - - N.S.	75 0 0	Sept. 6, 1844					
Newton Nottage - N.S.	96 0 0	Nov. 13, 1848	2 17 7½	45 0 0	- -	188 6 8	8 7 0
Nicholas, St. - N.S.	- - -	- - -	2 6 8	26 5 0	- -	15 15 8	6 10 0
Penclawdd - N.S.	58 0 0	July 27, 1843					
Penmark - - N.S.	70 0 0	Sept. 10, 1847					
Pentyrch - - N.S.	*32 0 0	Apr. 13, 1836					
Penydarran, Iron Company's Ch. S. -	- - -	- - -	1 14 5				
Pyle, Bryndû Colliery School - -	- - -	- - -	4 17 3½	71 13 4	- -	32 11 8	32 13 0
Ruddry - - N.S.	25 0 0	Apr. 13, 1843					
" - - - "	15 0 0	May 25, 1844					

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GLAMORGANSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Sketty, St. Paul's - N.S.	- - -	- - -	3 13 3½	26 5 0	- -	- -	3 6 0
Sketty, Infants - B.S.	- - -	- - -	- -	- -	- -	29 10 0	
Skewen, Mixed - N.S.	- - -	- - -	2 13 4				
Swansea, Boys and Girls - - - B.S.	203 8 0	May 9, 1854	11 6 10½	45 0 0	- -	880 5 0	
Swansea, Boys, Girls and Infants Ch. S.	1,143 0 0	July 6, 1848	23 2 7½	194 0 0	18 15 0	899 5 0	
" - - - - "	5 12 0	Aug. 8, 1849					
" - - - - "	6 4 0	Feb. 14, 1850					
Swansea, Upper - N.S.	- - -	- - -	- -	16 10 0			
Wick - - - N.S.	20 0 0	Aug. 12, 1848	1 0 0½				
Ystalyfera - - N.S.	- - -	- - -	4 1 2½	44 10 0	- -	33 6 8	2 2 0
MERIONETHSHIRE.							
Bala - - - B.S.	- - -	- - -	5 0 0½				
Barmouth - - N.S.	*100 0 0	Oct. 20, 1842	- -	67 7 6	- -	77 10 0	13 15 0
" - - - "	7 16 0	Jan. 25, 1849					
" - - - "	10 0 0	Mar. 28, 1854					
Bryncrug - - B.S.	90 0 0	July 31, 1844	3 6 7½	16 10 0	- -	29 0 0	
" - - - "	18 0 0	Mar. 28, 1846					
Dolgelly - - B.S.	- - -	- - -	3 15 0½	- -	- -	144 10 0	9 17 0
Dolgelly, Boys, Girls, and Infants - N.S.	277 0 0	Apr. 12, 1847	1 18 11½	91 5 0	- -	172 0 0	14 0 0
Dyffryn - - - B.S.	- - -	- - -	4 7 4	- -	- -	262 0 0	5 3 0
Festiniog - - B.S.	- - -	- - -	2 18 6½	8 15 0	- -	102 0 0	8 19 0
Festiniog, Slate Quarries - B.S.	125 0 0	July 8, 1850	7 6 2½	16 10 0	- -	228 8 9	23 0 0
Festiniog and Maentwrog - - - N.S.	38 17 3	Feb. 13, 1855	2 13 4	8 15 0	- -	- - -	12 6 0
Glanrafon - - B.S.	80 0 0	July 23, 1849					
Llandrillo - - B.S.	130 0 0	Apr. 20, 1849	1 2 8½				
Llanenddwyn - N.S.	*45 0 0	Sept. 14, 1836					
Llanfaur - - N.S.	*50 0 0	Nov. 2, 1836					
Llangelynin Arthog N.S.	40 0 0	June 19, 1844					
" - - - "	10 0 0	May 30, 1845					
Penrhyn - - B.S.	309 0 0	June 22, 1855	1 0 6½	- -	- -	112 10 0	13 16 0
Talybont, Infants - B.S.	73 0 0	Nov. 27, 1841					
Towyn and Pennal B.S.	90 0 0	Aug. 2, 1849	2 13 1	84 18 4	- -	131 1 8	2 5 0
Trawsfynydd - N.S.	25 0 0	Mar. 1, 1844	2 9 7½	49 7 6	- -	146 0 0	39 14 0
" - - - "	45 0 0	Dec. 22, 1852					
MONTGOMERYSHIRE.							
Berriew, Endowed N.S.	- - -	- - -	2 10 8½	88 10 0	- -	198 5 6	24 9 0
Buttington - - N.S.	*33 0 0	May 5, 1838					
Bwich-y-Cibau - N.S.	122 8 0	June 26, 1855					
Carno, Boys - - B.S.	36 0 0	Dec. 28, 1852					
Castle Caereinion - N.S.	- - -	- - -	1 18 2½	15 0 0			
Cemmes - - - B.S.	- - -	- - -	- -	8 15 0	- -	15 0 0	23 18 0
Churchstoke - - N.S.	150 0 0	Feb. 25, 1848	- -	65 12 6	- -	82 10 0	11 18 0
" - - - "	46 5 8	Oct. 19, 1854					
Darowen - - N.S.	00 0 0	Aug. 10, 1841	0 16 0½				
Forden - - - N.S.	105 0 0	June 15, 1849					
Llandysilio - - N.S.	*30 0 0	Feb. 14, 1835					
Llanfair Caereinion B.S.	183 0 0	Jan. 10, 1850	2 12 5½				
Llanfair Caereinion N.S.	100 0 0	July 26, 1852					
Llanfyllin, (Mixed) B.S.	219 0 0	June 24, 1854	2 10 0	21 1 8	- -	- - -	4 6 0
Llanfyllin - - N.S.	70 0 0	Mar. 29, 1843	3 0 0	- -	- -	217 15 0	5 14 0
Llanidloes - - N.S.	240 0 0	Nov. 18, 1845	4 5 10½	100 0 0	- -	500 0 0	
" - - - "	13 0 0	July 3, 1850					
" - - - "	34 5 0	June 30, 1852					
Llanwnog, Mixed - N.S.	72 0 0	Jan. 17, 1853	2 13 4	20 0 0	- -	- - -	4 12 0
Machynlleth - N.S.	39 9 0	Oct. 10, 1849	2 11 10	61 10 0	- -	186 1 8	
" - - - "	16 0 0	Sep. 1, 1854					
Newtown - - B.S.	210 0 0	Aug. 26, 1847	6 4 4½	- -	- -	149 18 4	
Newtown - - N.S.	300 0 0	Dec. 8, 1847	- -	85 1 8	- -	210 1 8	
" - - - "	4 18 0	Jan. 25, 1849					
" - - - "	84 8 0	Dec. 8, 1854					

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	Amount.	Date of Payment.					
MONTGOMERYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Welshpool, The Belan - - N.S.	60 0 0	June 16, 1842	6 12 2½				
Welshpool, Boys, and Girls - - N.S.	100 0 0	Aug. 14, 1855	- - -	168 2 6	- -	716 17 1	
Welshpool, Infants N.S.	115 0 0	May 29, 1851	- - -	8 5 0			
PEMBROKESHIRE.							
Burton - - - N.S.	- - -	- - -	1 19 9½	- - -	- -	32 10 0	
Cilgerran - - N.S.	90 0 0	June 19, 1844	6 1 5½	- - -	- -	277 8 4	2 14 0
Fishguard - - N.S.	219 0 0	June 13, 1850	10 5 11½	6 5 0	- -	325 10 0	28 11 0
Haverfordwest - B.S.	*125 0 0	May 26, 1838					
Haverfordwest - N.S.	829 13 11½	Jan. 18, 1850	2 17 9	124 16 8	- -	500 10 0	
Jeffreston - - N.S.	42 0 0	June 19, 1844	4 0 1½				
Johnstone - - N.S.	*17 0 0	Jan. 5, 1837					
Letterston, Mixed - N.S.	81 0 0	Sept. 13, 1853	3 6 8½	19 5 0	- -	- - -	4 6 0
Llandeloy - - N.S.	227 0 0	Dec. 3, 1850	4 9 7	- - -	- -	52 10 0	3 19 0
" - -	100 0 0	Feb. 19, 1851					
Llandewi Velfry - N.S.	- - -	- - -	1 0 8½				
Llanrhian, Mixed - N.S.	116 13 4	Jan. 19, 1853	3 17 4				
Llawhaden - - N.S.	37 10 0	July 17, 1847	2 8 9½				
Manor Divy - N.S.	*42 0 0	Dec. 19, 1835					
Martletwy, Boys and Girls, Mixed - N.S.	129 10 0	Apr. 1, 1854					
Milford Haven, Endowed	- - -	- - -	1 3 6½	6 5 0	- -	162 7 6	24 7 0
Narberth - - B.S.	*40 0 0	Jan. 16, 1839	- - -	- - -	- -	19 3 4	
Narberth - - N.S.	- - -	- - -	5 6 9	59 5 0	- -	295 5 0	22 10 0
Pembroke Dock - B.S.	320 0 0	July 19, 1849	22 8 6½	48 7 6	- -	808 0 0	
" - -	31 0 0	July 30, 1855					
Pembroke Dock - N.S.	200 0 0	Apr. 13, 1844	11 3 1½	116 10 0	- -	1,416 13 4	
" - "	200 0 0	Oct. 18, 1848					
" - "	12 0 0	Oct. 17, 1855					
Puncheston, Mixed N.S.	269 0 0	June 12, 1855	1 17 5				
Reynalton - - B.S.	*30 0 0	Dec. 7, 1836					
Rock, Mixed - - N.S.	86 15 0	Dec. 14, 1855					
Rhydberth - - N.S.	70 0 0	Sept. 20, 1853	5 10 6	- - -	- -	490 10 10	11 18 0
" - -	6 0 0	Oct. 25, 1855					
Rudbaxton - - N.S.	58 0 0	Mar. 10, 1846	- - -	- - -	- -	75 0 0	6 3 0
Solva - - - N.S.	*75 0 0	Jan. 5, 1838	- - -	30 0 0			
Stackpole Elidor - N.S.	- - -	- - -	- - -	- - -	- -	118 16 8	7 9 0
Taverspite - - N.S.	84 0 0	May 25, 1844	2 10 11½	31 5 0	- -	98 6 8	2 9 0
" - - "	60 0 0	May 20, 1845					
" " - "	20 0 0	Feb. 17, 1846					
" " - "	7 0 0	May 7, 1846					
Templeton - - B.S.	*25 0 0	Jan. 13, 1836					
Tenby, Boys and Girls - - N.S.	90 0 0	June 6, 1840	3 6 9½	88 10 0	- -	284 3 4	
" - - "	20 0 0	Feb. 23, 1845					
" - - "	60 0 0	Mar. 25, 1845					
Tenby, Infant School -	- - -	- - -	5 5 5	- - -	- -	171 11 8	
Tenby, New Hedges, Mixed - Ch. of Eng.	119 0 0	Sept. 5, 1853	2 4 6½	- - -	- -	32 10 0	
Uzmaston and Boulston - N.S.	147 0 0	Aug. 23, 1848	5 12 0	96 0 0	- -	332 19 2	13 13 0
" - "	20 0 0	Sept. 26, 1848					
Walton, West, and Talbenny - N.S.	109 10 0	Feb. 15, 1851	1 13 4½				
Warren, Agricultural School - - -	- - -	- - -	2 14 5½	6 5 0	- -	132 10 0	
Wolfscastle - - B.S.	*125 0 0	Aug. 20, 1834					
" - -	50 0 0	Dec. 24, 1836					
Zion Hill - - B.S.	- - -	- - -	1 15 11½	- - -	- -	- - -	15 15 0
RADNORSHIRE.							
Boughrood - - N.S.	74 0 0	Nov. 13, 1851	1 10 0½				
Heyop - - - Par.	- - -	- - -	1 5 5½	41 15 0			
Knighton - - N.S.	- - -	- - -	- - -	- - -	- -	137 18 4	9 14 0
Radnor, Old - - N.S.	220 0 0	May 4, 1850					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
ISLANDS.							
ISLE OF MAN.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Arbory - - - N.S.	*50 0 0	July 25, 1835	1 17 3½	- - -	- - -	88 0 0	
Ballasalla - - N.S.	88 0 0	Jan. 21, 1843	6 12 7½	10 10 0	- - -	242 0 0	15 9 0
" - - "	100 0 0	Sep. 12, 1855					
Castletown - - N.S.	*90 0 0	Apr. 5, 1839	8 5 7½	10 1 8	- - -	329 11 8	4 16 0
" - - "	82 6 0	Dec. 14, 1850					
Cronkbourne Ch. of Eng.	- - -	- - -	- - -	3 6 8	- - -	- - -	8 15 0
Cronk-ne-Voddy, St. John's - - N.S.	48 10 0	July 22, 1842	2 0 0				
Dhoon Bridge - N.S.	*44 0 0	July 30, 1836					
Dolby - - - B.S.	*150 0 0	Aug. 9, 1840					
Dolby - - - N.S.	- - -	- - -	- - -	- - -	- - -	30 0 0	
Douglas - - Wes.	- - -	- - -	3 13 8½				
Douglas (Athol Street). St. George's - Par.	- - -	- - -	5 13 7	129 3 4	- - -	992 0 0	
Douglas, St. Barnabas' - - - N.S.	85 0 0	Dec. 10, 1845	14 15 4½	15 16 8	- - -	922 1 8	
" - - "	16 13 4	Mar. 28, 1851					
Foxdale, St. Patrick's (Mining) - Ch. S.	100 0 0	Mar. 14, 1848	3 2 9	182 1 8	- - -	361 0 0	4 1 0
" - - "	50 0 0	Oct. 12, 1850					
Grenaby - - N.S.	*50 0 0	Nov. 11, 1835	2 7 11½	- - -	- - -	179 0 0	15 10 0
Kirk Andreas - N.S.	*72 0 0	Nov. 15, 1837	5 0 11½	40 0 0	- - -	216 15 0	8 0 0
" - - "	72 6 0	June 30, 1848					
Kirk Maughold (Mixed) - - Par.	140 5 0	Apr. 11, 1854	1 10 0				
Kirk Michael - N.S.	*67 10 0	Feb. 21, 1841					
Kirk Onchan - Par.	77 0 0	July 14, 1842	2 10 0				
Kirk Patrick, Mixed - - - Par.	200 0 0	Apr. 12, 1855	4 11 10½	8 15 0	- - -	204 6 8	
Laxey Glen - - N.S.	*38 0 0	Oct. 29, 1836	4 7 2½	8 15 0			
Malew, St. Mark's Ch. S.	70 0 0	Sept. 6, 1843	3 8 11½	- - -	- - -	75 0 0	4 17 0
" - - "	30 0 0	Oct. 15, 1845					
Man, Isle of Kirk, St. Anne's - - N.S.	100 0 0	June 1, 1852	1 12 10½	6 5 0	- - -	32 10 0	
Man, Isle of (German), St. John's - - N.S.	70 0 0	May 31, 1845	3 0 0	38 13 4	- - -	63 0 0	7 10 0
Man, Isle of, St. Jude's, N.S.	63 0 0	Jan. 8, 1855					
Peel, Christian's Endowed - - N.S.	100 0 0	Mar. 24, 1842	9 8 4	- - -	- - -	434 10 0	7 13 0
Peel, Mathematical and Nautical School -	112 0 0	Feb. 1, 1850	1 0 10	109 10 0	- - -	70 8 4	
Port, St. Mary's - N.S.	*75 0 0	May 21, 1837	2 11 11½	36 0 0	- - -	170 15 10	
Ramsey, Boys and Girls - - N.S.	*155 0 0	April 4, 1835	6 4 4½	18 15 0	- - -	125 10 0	3 18 0
" - - "	122 15 3	Dec. 2, 1850					
Rushen - - - N.S.	- - -	- - -	0 19 11½	14 3 4	- - -	96 5 0	4 5 0
Sulby - - - N.S.	100 0 0	Aug. 5, 1840	2 10 0	- - -	- - -	72 2 6	
CHANNEL ISLANDS.							
Alderney - - Wes.	150 0 0	Oct. 25, 1855					
Guernsey, St. John's N.S.	56 10 0	Mar. 19, 1842	10 18 2½	142 1 8	- - -	343 10 0	
" - - "	40 0 0	Apr. 29, 1842					
Guernsey, St. Peter's Port - - - B.S.	*46 0 0	May 1, 1839	8 11 2½	8 15 0	- - -	79 10 0	
" " - "	266 0 0	Feb. 8, 1843					
" " - "	9 18 9	Feb. 18, 1846					
Guernsey, St. Peter's Port - - - N.S.	- - -	- - -	1 7 4				
Jersey - - - N.S.	125 0 0	Nov. 18, 1840	3 17 9½	5 16 8	- - -	193 10 0	
Jersey, Gorey - N.S.	*100 0 0	Nov. 23, 1836					
Jersey, Gronville Central - - N.S.	- - -	- - -	3 6 8½	- - -	- - -	15 0 0	4 15 0
Jersey, St. James' - N.S.	- - -	- - -	5 7 8½	52 18 4	- - -	324 10 0	
Jersey, St. Mark's N.S.	200 0 0	Feb. 3, 1846	6 5 0½	46 5 0	- - -	288 0 0	
" " - "	16 5 0	Aug. 25, 1853					
" " - "	27 17 6	Jan. 7, 1851					
Jersey, St. Paul's - N.S.	- - -	- - -	5 0 0½	- - -	- - -	73 19 0	

SCOTLAND.

NOTE.—G.A., denotes that the school is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., the *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional* School; and Par., a *Parochial* School.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	Amount.	Date of Payment.				
ABERDEENSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen, Bon Accord - F.C.	*250 0 0	April 11, 1838	4 12 0½	153 15 0	- -	138 0 0
Aberdeen, East Parish - F.C.	- - -	- - -	2 0 1½	- - -	- -	115 1 8
Aberdeen, East Parish - Sess.	*400 0 0	Aug. 19, 1840	17 5 4	90 0 0	25 0 0	1008 2 6
Aberdeen, North Parish - Sess.	*300 0 0	June 15, 1840	8 6 8	58 6 8	- -	229 10 0
Aberdeen, North - - F.C.	- - -	- - -	1 17 10	20 12 6	- -	195 0 0
Aberdeen, South Parish, Trinity - - - - Sess.	*220 0 0	Feb. 18, 1837	3 11 8½	38 3 4	- -	174 10 0
Aberdeen, South Parish - F.C.	- - -	- - -	- - -	40 0 0	30 16 8	479 0 0
Aberdeen, West Parish - Sess.	266 0 0	Sept. 14, 1850	8 18 10½	104 16 8	- -	261 16 8
Aberdeen, Educational Society's - - - G.A.	165 0 0	Apr. 28, 1841				
Aberdeen, Grey Friars - G.A.	500 0 0	Nov. 15, 1841				
Aberdeen (John Knox's) Sess.	*95 8 0	June 15, 1836	- - -	- - -	- -	448 0 0
Aberdeen (John Knox's) F.C.	- - -	- - -	7 11 3	97 7 6	- -	333 3 4
Aberdeen (Mounthooley) Par.	*100 0 0	Oct. 11, 1835				
Aberdeen, St. Andrew's, Epis.	- - -	- - -	- - -	34 10 0	- -	33 10 0
Aberdeen, St. John's - Epis.	- - -	- - -	- - -	- - -	17 18 4	
Aberdeen, St. Peter's - R.C.	- - -	- - -	4 10 0	- - -	- -	95 8 4
Aberdeen, Shaw's Court, Female Industrial - -	- - -	- - -	- - -	- - -	- -	42 10 0
Aberdeen (Sugar House Lane) Industrial - - - -	204 0 0	Oct. 29, 1852				
Aberdeen Trades School -	- - -	- - -	- - -	25 0 0	- -	3 15 0
Aberdeen, Union Parish - G.A.	295 0 0	July 31, 1841				
Aberdour - - - - F.C.	105 0 0	Oct. 1, 1850	- - -	12 10 0	- -	5 0 0
Alford - - - - G.A.	- - -	- - -	- - -	- - -	- -	100 0 0
Banchory Devenick - F.C.	- - -	- - -	3 0 0	90 0 0	- -	30 0 0
Belhelvie - - - - Par.	- - -	- - -	- - -	- - -	- -	177 10 0
Birse - - - - Par.	- - -	- - -	- - -	- - -	- -	15 0 0
Bridge of Don - - G.A.	- - -	- - -	- - -	10 0 0	- -	
Burnhaven - - - G.A.	- - -	- - -	- - -	19 14 2	- -	146 15 0
Cruden (Lord Erroll's) - Epis.	*90 0 0	June 30, 1838	2 12 7½	57 19 2	- -	14 11 8
Cruden - - - - F.C.	57 0 0	Sept. 20, 1850	2 18 0	75 5 0	- -	98 6 8
Cullerley - - - District	- - -	- - -	- - -	10 10 0		
Cuminestown - - - Epis.	- - -	- - -	2 9 4			
Daviot, Mixed - - - Par.	- - -	- - -	1 6 4			
Deer, Old - - - - F.C.	109 11 5	Nov. 20, 1848	2 18 0	113 0 0	- -	17 10 0
Echt - - - - - Par.	- - -	- - -	2 10 1			
Ellon - - - - - Par.	- - -	- - -	3 4 3½	7 10 0	- -	37 10 0
Ellon - - - - F.C.	162 0 0	June 1, 1849	1 0 2	105 0 0		
Forgue, Side - - - G.A.	117 0 0	Jan. 16, 1849	1 3 1½	17 18 4		
Fraserburgh, St. Peter's Epis.	- - -	- - -	- - -	19 14 2		
Fyvie - - - - Par.	- - -	- - -	- - -	56 13 4		
Fyvie, All Saints' - - Epis.	- - -	- - -	- - -	26 5 0		
Gariochsford - - - F.C.	- - -	- - -	1 13 4½			
Gilconiston - - - F.C.	- - -	- - -	- - -	44 5 0	- -	2 10 0
Glenfoudland - - - G.A.	- - -	- - -	- - -	62 17 6		
Huntley - - - - Par.	- - -	- - -	- - -	- - -	- -	124 0 0
Huntly - - - - F.C.	- - -	- - -	6 5 0½	55 0 0	- -	138 10 0
Huntly Gordon (Industrial) - -	- - -	- - -	- - -	45 3 4	- -	54 19 10
Huntly - - - - R.C.	- - -	- - -	1 0 2			
Insch - - - - F.C.	- - -	- - -	- - -	15 0 0		
Inverury - - - - F.C.	120 0 0	Apr. 1, 1851				
Inverury, St. Mary's - Epis.	- - -	- - -	- - -	13 15 0	- -	25 8 4
Kincardine O'Neill - F.C.	- - -	- - -	1 4 0½	76 10 0		
King Edward - - - Par.	- - -	- - -	2 6 8			

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	Amount.	Date of Payment.				
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kintore - - - - F.C.	75 0 0	Dec. 29, 1851	2 13 4	30 0 0	- -	32 10 0
Longhill - - - - G.A.	- - -	- - -	- - -	77 10 0		
Meldrum, Old - - F.C.	123 0 0	Sept. 28, 1848				
Migvie - - - - G.A.	- - -	- - -	- - -	26 2 6		
Peterculter - - - Par.	- - -	- - -	- - -	- - -	- -	32 10 0
Peterhead - - F.C.	219 15 0	Jan. 7, 1850	3 10 4½	61 3 4	- -	38 10 0
Peterhead - - G.A.	*650 0 0	Apr. 8, 1840				
" - - - "	140 0 0	Aug. 12, 1840				
" - - - "	300 0 0	Nov. 7, 1840				
Peterhead, St. Peter's - Epis.	- - -	- - -	- - -	28 13 4		
Pitsligo, Mixed - - Par.	- - -	- - -	1 13 4½			
Pitsligo, New - - Epis.	- - -	- - -	7 11 7	13 15 0	- -	44 0 0
Pitsligo, New - - Par.	- - -	- - -	3 9 6½	- - -	- -	1 5 0
Port Elphinstone, Subscription - - - F.C.	95 0 0	April 11, 1840	4 1 1½	115 12 6	- -	297 15 0
" " " "	8 10 0	Dec. 19, 1840				
Rathin " " " G.A.	108 0 0	Jan. 1, 1842				
Rayne, Old, Female Ch. of Scot.	- - -	- - -	- - -	23 0 0		
Skene - - - - F.C.	130 10 0	Apr. 19, 1852	6 18 0½	71 13 4	- -	63 0 0
Strichen - - - Par.	- - -	- - -	1 14 0	- - -	- -	274 0 0
Strichen, Female - -	- - -	- - -	- - -	33 0 0		
Udney - - - - F.C.	81 0 0	Mar. 15, 1850	- - -	5 0 0		
Whitestripes - - G.A.	- - -	- - -	- - -	105 0 0		
Woodside - - - F.C.	*150 0 0	June 10, 1837	7 0 0	49 10 0	- -	159 0 0
" - - - "	14 0 0	Aug. 21, 1855				
ARGYLLSHIRE.						
Ardrishaig - - - F.C.	- - -	- - -	3 6 8½	45 7 6	- -	32 10 0
Ardrishaig - Ch. of Scot.	- - -	- - -	- - -	28 6 8		
Ardrishaig - - - Epis.	- - -	- - -	- - -	8 5 0	- -	8 15 0
Ballachulish, St. John's - Epis.	- - -	- - -	5 8 4	- - -	- -	69 13 4
Barcaldine - - - G.A.	- - -	- - -	- - -	50 0 0	- -	32 10 0
Bowmore - - - Par.	- - -	- - -	2 7 5½	36 13 4	- -	63 0 0
Bowmore, Foreland - F.C.	- - -	- - -	2 0 8	71 10 0	- -	92 10 0
Bridgend - - - - Par.	- - -	- - -	- - -	45 0 0		
Campbeltown, Burgh and Parochial - - - -	- - -	- - -	1 7 5	- - -	- -	146 0 0
Campbeltown - - - F.C.	- - -	- - -	- - -	136 2 6	- -	256 10 0
Campbeltown - - - Epis.	- - -	- - -	- - -	- - -	- -	48 3 4
Corpach - - - - G.A.	- - -	- - -	- - -	- - -	- -	111 10 0
Dalintober (Miss Campbell's), Charity - - Par.	- - -	- - -	4 0 3½	- - -	- -	104 10 0
Dervaig Female Industrial (Island of Mull) -	120 0 0	May 18, 1847				
" " " "	77 0 0	Jan. 23, 1849				
Dunoon - - - - F.C.	- - -	- - -	3 16 8½	23 0 0	- -	55 10 0
Dunoon - - - - Par.	- - -	- - -	- - -	8 13 4		
Dunoon Kirn - - - Sess.	- - -	- - -	- - -	12 0 0		
Glencoe - - - - F.C.	- - -	- - -	2 6 3	17 17 6		
Inverary - - - - F.C.	- - -	- - -	- - -	4 10 0		
Kenlock - - - - G.A.	*75 0 0	Dec. 21, 1839				
Killean - - - - F.C.	- - -	- - -	- - -	36 5 0	- -	32 10 0
Kintraw - - - - G.A.	- - -	- - -	- - -	55 0 0		
Knapdale, North (Bellanoch) - - - - Par.	- - -	- - -	2 10 0	68 15 0	- -	49 3 4
Lochalin - - - - G.A.	100 0 0	Oct. 3, 1850	- - -	67 7 6		
Lochdonhead - - - G.A.	82 0 0	June 10, 1848				
Lochend (Campbeltown) F.C.	- - -	- - -	- - -	26 5 0	- -	102 0 0
Lochgilphead - - - F.C.	- - -	- - -	5 16 8½	49 10 0	- -	172 0 0
Lochgilphead - - - Epis.	- - -	- - -	3 16 0	15 6 8	- -	99 15 0
Oatfield - - - - G.A.	- - -	- - -	- - -	64 10 0	- -	32 10 0
Ormsary - - - - G.A.	- - -	- - -	- - -	22 0 0		
Poltallock, Industrial - -	- - -	- - -	- - -	- - -	- -	19 7 6
Port Charlotte - - - G.A.	- - -	- - -	- - -	68 15 0	- -	32 10 0
Portnahaven - - - F.C.	73 15 0	Jan. 5, 1853	3 2 9	42 12 6	- -	88 0 0
Portnahaven, Parliamentary School - -	- - -	- - -	2 10 0½	- - -	- -	37 10 0

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	Amount.	Date of Payment.				
ARGYLLSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Southend - - - - Par.	- - -	- - -	2 15 7½	- - -	- -	282 0 0
Tarbert - - - - G.A.	- - -	- - -	- - -	75 10 0	- -	162 9 2
Tobermory, Girls, Industrial - - - - G.A.	133 0 0	Oct. 12, 1849				
AYRSHIRE.						
Alloway - - - - G.A.	140 0 0	May 24, 1848				
Ardrossan - Public Sess.	*150 0 0	Apr. 7, 1838	6 17 6	21 1 8	32 18 4	99 15 0
Ardrossan, Female Industrial - - - - -	108 0 0	Mar. 9, 1850	4 15 0½	33 0 9	- -	112 10 0
Ardrossan - - - Par.	- - -	- - -	4 5 7½	80 18 4	43 0 0	129 10 0
Ayr - - - - - Epis.	- - -	- - -	2 8 7	23 7 6	- -	84 13 4
Ayr - - - - - G.A.	200 0 0	Feb. 14, 1843				
Ayr Ragged, or Industrial School - - - -	158 15 0	July 30, 1853				
Ballantrae, Glennap, Endowed - - - - -	- - -	- - -	- - -	88 15 0		
Ballantrae - - - Par.	- - -	- - -	- - -	40 10 9	- -	171 0 0
Barrhill - - - - F.C.	80 0 0	Dec. 22, 1851	2 18 4	26 5 0	- -	52 10 0
Beith - - - - G.A.	109 0 0	June 29, 1849	- - -	- - -	- -	489 0 10
Beith - - - - - F.C.	132 0 0	Aug. 15, 1849	- - -	16 2 6		
Beith, Endowed, Industrial - - - - G.A.	- - -	- - -	- - -	24 6 8	- -	61 10 0
Blair Iron Works - - G.A.	- - -	- - -	- - -	11 5 0	- -	11 5 0
Blair Mains - - - Par.	- - -	- - -	- - -	15 0 0	- -	225 7 6
Catrine - - - - F.C.	- - -	- - -	3 0 0			
Crosshills - - - - G.A.	- - -	- - -	4 16 8½	55 6 8	- -	46 10 0
Crosshouse - - - G.A.	150 0 0	Feb. 13, 1849	4 10 0	26 2 6		
Cumnock, New - - F.C.	- - -	- - -	4 11 8½	80 12 6	- -	168 0 0
Cumnock, Old - - - F.C.	- - -	- - -	6 4 11½	80 12 6	- -	162 10 0
Dailly - - - - Par.	- - -	- - -	- - -	44 18 4		
Dalry - - - - - Par.	- - -	- - -	- - -	- - -	- -	301 10 0
Dalry, Female Industrial G.A.	- - -	- - -	- - -	14 0 0	- -	263 6 8
Dalry, Boys and Girls - F.C.	66 10 0	Dec. 6, 1852	3 4 8½			
Dalry, Kersland Barony, Mixed - - - - - G.A.	138 0 0	Oct. 10 1848	7 5 10½	- - -	- -	263 15 0
Dreghorn (Cross Roads) G.A.	- - -	- - -	- - -	54 0 0		
Drybridge, Subscription School - - - - -	- - -	- - -	- - -	23 15 0		
Eglinton, Iron Works School - - - - -	- - -	- - -	3 3 5			
Fisherton - - - - G.A.	47 10 0	May 2, 1844				
" - - - - "	20 0 0	June 14, 1848				
Fullarton - - - - F.C.	100 0 0	June 18, 1849	8 9 11	49 10 0	- -	192 10 0
" - - - - "	22 13 4	Jan. 24, 1853				
Fullarton - - - G.A.	- - -	- - -	3 15 0½	78 0 0	17 10 0	302 8 4
Galston - - - - Par.	- - -	- - -	10 7 8½	64 10 0	- -	130 10 0
Girvan - - - - Par.	- - -	- - -	- - -	- - -	- -	327 3 4
Girvan - - - - F.C.	- - -	- - -	- - -	35 0 0	- -	15 0 0
Kilbride, West - - F.C.	- - -	- - -	2 4 8½	47 5 0		
Kilburnie - - - - F.C.	203 0 0	Mar. 24, 1849	- - -	5 10 0		
Kilmarnock Academy -	- - -	- - -	5 10 8			
Kilmarnock, Industrial - F.C.	- - -	- - -	3 6 8½	36 0 0	- -	102 0 0
Kilmarnock - - - Epis.	- - -	- - -	- - -	8 19 2	- -	10 0 0
Kilmarnock, Town Head District - - - F.C.	140 13 4	Oct. 31, 1853	9 1 3½	30 0 0	35 8 4	55 0 0
Kilwinning - - - Par.	- - -	- - -	8 15 0½	30 5 0	47 10 0	31 10 0
Largs - - - - - F.C.	- - -	- - -	5 4 2	109 15 0	- -	163 10 0
Largs, Brisbane Endowed School - - - - -	- - -	- - -	3 7 11½	138 8 4	- -	263 18 4
Largs, Female School of Industry - - - G.A.	103 2 6	July 10, 1852	2 19 1	33 6 8	- -	69 0 0
Monckton - - - F.C.	- - -	- - -	3 15 0	- - -	- -	180 0 0
Newmilns, Mixed - - F.C.	201 0 0	Aug. 22, 1855				
Newton on Ayr - - F.C.	180 0 0	Nov. 20, 1849	7 1 8½	100 6 8	- -	228 10 0
Newton on Ayr - - - Par.	- - -	- - -	4 14 0½	- - -	- -	414 10 0
Ochiltree - - - - F.C.	100 0 0	June 28, 1849	4 8 2½	45 0 0	- -	161 7 6
Perceton - - - - F.C.	- - -	- - -	1 14 2½	27 0 0	- -	101 5 0

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
		Amount.	Date of Payment.				
AYRSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Prestwich, Burgh	G.A.	- - -	- - -	- - -	- - -	- -	142 15 0
Sorn	Par.	- - -	- - -	3 6 8½	65 15 0	- -	40 0 0
Stevenston in Saltcoats	Par.	*150 0 0	June 13, 1840				
Stewarton	F.C.	158 0 0	Nov. 30, 1849	2 4 0¼	8 5 0	- -	139 10 0
Symington	F.C.	- - -	- - -	- - -	15 0 0		
Tarbolton, Girls	G.A.	- - -	- - -	1 0 0			
Troon, Mixed	G.A.	167 10 0	Feb. 6, 1841				
BANFFSHIRE.							
Aberchirder	G.A.	- - -	- - -	- - -	116 18 4	- -	151 0 0
Banff, Educational Institution		*100 0 0	Oct. 22, 1836				
Bellie	Par.	- - -	- - -	- - -	49 16 8	- -	130 10 0
Buckie	F.C.	- - -	- - -	4 0 0½	85 10 0	22 10 0	3 15 0
Cullen	Par.	- - -	- - -	- - -	- - -	- -	49 16 8
Cullen	F.C.	- - -	- - -	2 2 6	3 15 0	- -	30 16 8
Cullen, Seatown	G.A.	31 17 3½	May 27, 1850				
Deskford	F.C.	- - -	- - -	1 0 0½	83 15 10	- -	81 17 6
Fordyce	F.C.	69 0 0	Oct. 19, 1850	1 5 0½	36 0 0		
Fordyce, Industrial	G.A.	- - -	- - -	- - -	8 6 8		
Glenlivat	G.A.	- - -	- - -	- - -	71 15 0		
Glenrinnes	G.A.	- - -	- - -	- - -	81 0 0	- -	1 5 0
Inverkeithney (Dowuie's)	F.C.	- - -	- - -	2 13 4½	18 0 0	- -	17 10 0
Keith	F.C.	- - -	- - -	- - -	20 0 0	- -	7 5 0
Linhead, Female	G.A.	- - -	- - -	- - -	3 5 0		
Macduff	F.C.	- - -	- - -	1 11 8	90 0 0	- -	174 10 0
Macduff	Par.	- - -	- - -	2 15 8	- - -	- -	30 13 4
Marnock, New	F.C.	- - -	- - -	4 1 8	140 0 0	- -	229 15 0
Port Gordon	G.A.	- - -	- - -	- - -	25 0 0		
Portsoy	Par.	180 0 0	Dec. 17, 1842				
Protston Hill	Par.	- - -	- - -	- - -	68 15 0		
Rathven	Par.	- - -	- - -	- - -	- - -	- -	32 10 0
Rothiemay	F.C.	- - -	- - -	2 10 0	109 10 0	- -	75 0 0
BERWICKSHIRE.							
Allanton (Subscription)	G.A.	- - -	- - -	- - -	15 0 0		
Birgham, District	G.A.	- - -	- - -	- - -	34 7 6		
Boston	F.C.	- - -	- - -	3 19 11½	113 0 10	- -	166 11 8
Dunse	Par.	- - -	- - -	1 15 0½	103 6 8	- -	177 3 4
Earlstown	F.C.	- - -	- - -	2 18 1	71 10 0	- -	239 13 4
Eyemouth	F.C.	160 0 0	Oct. 13, 1848	1 15 7½	101 5 10	- -	57 10 0
Eyemouth	Par.	- - -	- - -	2 15 9½	165 13 4	30 0 0	228 3 4
Greenlaw	F.C.	74 0 0	Sept. 25, 1847	4 14 11	114 10 5	- -	212 10 0
"	"	2 10 0	Feb. 1, 1848				
"	"	42 0 0	Feb. 12, 1852				
Houndwood	G.A.	50 0 0	Aug. 24, 1843	- - -	23 7 6	- -	6 5 0
Lauder	Par.	- - -	- - -	- - -	132 11 8	- -	322 6 8
Leitholm	F.C.	- - -	- - -	- - -	53 10 0		
Nine Wells	G.A.	- - -	- - -	1 6 10	35 15 0		
Paxton Village	G.A.	- - -	- - -	2 0 0	8 15 0		
Swinton	F.C.	- - -	- - -	3 4 11½	50 0 0	- -	215 15 0
BUTESHIRE.							
Bannatyne, Port	F.C.	- - -	- - -	- - -	5 10 0		
Rothesay	G.A.	118 0 0	June 1, 1842				
Rothesay, East	F.C.	- - -	- - -	2 4 8½	80 10 0		
Rothesay, West	F.C.	- - -	- - -	- - -	15 0 0		
CAITHNESS-SHIRE.							
Achow	F.C.	- - -	- - -	3 0 0½			
Berriedale	G.A.	- - -	- - -	- - -	4 2 6		
Bruan	F.C.	- - -	- - -	2 3 4½			
Dunn	G.A.	- - -	- - -	- - -	70 8 4		
Dunnet	Par.	- - -	- - -	1 13 4½			
Freswick	G.A.	- - -	- - -	2 0 9	46 5 0		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	Amount.	Date of Payment.				
CAITHNESS-SHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
John o'Groats - - G.A.	- - -	- - -	2 0 2½	81 0 0	- - -	15 0 0
Lybster, Mixed - - F.C.	83 0 0	May 27, 1853	3 6 8½	- - -	- - -	29 0 0
Newlands - - - F.C.	- - -	- - -	2 4 5			
Pulteneytown - - G.A.	*400 0 0	May 11, 1839				
Pulteneytown - - F.C.	112 0 0	Sept. 5, 1850	- - -	15 16 8	- - -	177 0 0
Pulteneytown Academy	- - -	- - -	- - -	- - -	- - -	15 8 4
Thurmster - - - Par.	- - -	- - -	1 17 2½	- - -	- - -	156 0 0
Thurso - - - F.C.	- - -	- - -	3 10 0½	40 0 0	- - -	46 10 0
Tottinghall - - G.A.	- - -	- - -	- - -	32 10 0		
Watten - - - F.C.	- - -	- - -	1 14 8½	16 10 0		
Wick - - - - F.C.	- - -	- - -	- - -	45 0 0	- - -	229 16 8
CLACKMANNANSHIRE.						
Alloa - - - - Epis.	- - -	- - -	2 2 9½	- - -	- - -	40 0 0
Alloa - - - - G.A.	401 0 0	Feb. 19, 1848				
Menstry, Subscription Sch.	- - -	- - -	1 7 11	16 5 0		
Tillicoultry - - - Par.	- - -	- - -	4 7 11½			
Tullibody, Subscription - G.A.	- - -	- - -	- - -	- - -	- - -	247 10 0
DUMBARTONSHIRE.						
Alexandria - - - F.C.	120 0 0	Jan. 24, 1852	2 0 0½	68 5 0	- - -	124 10 0
Alexandria, Academy - G.A.	250 0 0	May 18, 1853				
Alexandria, Female - Par.	- - -	- - -	2 17 4			
Bonhill - - - - Par.	- - -	- - -	5 12 6½	56 5 0	- - -	147 0 0
Cardross - - - - Par.	- - -	- - -	3 2 3½	- - -	- - -	102 0 0
Cumbernauld - - - Par.	- - -	- - -	2 8 0			
Dalmonach (Privately Endowed) -	- - -	- - -	3 10 2	- - -	- - -	201 0 0
Dalmuir, Subscription -	- - -	- - -	- - -	- - -	- - -	124 10 0
Dumbarton, Boys and Girls - - - - F.C.	112 0 0	Jan. 2, 1850	2 12 9½	89 5 0	- - -	83 0 0
Dumbarton, Burgh Academy	- - -	- - -	- - -	16 10 0	- - -	101 10 0
Faifley - - - - G.A.	- - -	- - -	2 11 3½	- - -	- - -	69 0 0
Helensburgh - - - F.C.	240 0 0	Nov. 4, 1842				
Helensburgh, Quoad Sacra G.A.	- - -	- - -	- - -	- - -	- - -	108 0 0
Helensburgh, Trinity - Epis.	- - -	- - -	1 10 0	48 11 8	- - -	15 0 0
Jameston - - - F.C.	- - -	- - -	4 11 9½	86 5 0	- - -	91 12 8
Kilpatrick, Old - - Par.	- - -	- - -	3 15 0	- - -	- - -	105 10 0
Kirkintilloch (Miss Oswald's) Boys, Girls, and Infants G.A.	650 0 0	Apr. 26, 1855	- - -	13 15 0		
Renton, Female - - G.A.	- - -	- - -	2 0 3½	13 0 0	- - -	15 0 0
Renton (Public) - - F.C.	- - -	- - -	4 3 0½	48 6 8	- - -	252 7 6
Shandon - - - - F.C.	- - -	- - -	2 5 10	139 15 0	- - -	15 0 0
Waterside, Subscription School - - - - - -	- - -	- - -	2 0 0½			
DUMFRIES-SHIRE.						
Annan - - - - Par.	- - -	- - -	3 16 3	- - -	- - -	148 10 0
Annan, Female Infant Industrial School - - -	- - -	- - -	2 4 4	28 0 0	- - -	35 13 4
Brydekirk - - - G.A.	45 0 0	Sept. 15, 1842				
Carluverock - - - Par.	- - -	- - -	6 18 4½	- - -	- - -	135 0 0
Corrie, Endowed - - G.A.	- - -	- - -	- - -	60 0 0	- - -	55 4 2
Dumfries, Infants - - G.A.	96 0 0	Apr. 22, 1840				
Dumfries, St. Andrew's R.C.	- - -	- - -	4 1 8½	- - -	- - -	166 16 8
Ecclefechan, Mixed - - F.C.	- - -	- - -	0 19 11½			
Ecclefechan, Infant Industrial	- - -	- - -	- - -	2 10 0		
Gasstown - - - Par.	45 0 0	Apr. 15, 1840	1 9 11½			
Glencaim - - - F.C.	- - -	- - -	3 0 3½	39 17 6	- - -	200 8 4
Goodhope - - - G.A.	- - -	- - -	- - -	71 10 0		
Hightae - - - F.C.	11 0 0	Nov. 29, 1855	2 6 8½	12 10 0		
Hoddam - - - -	*50 0 0	Mar. 2, 1842				
Kirkmahoe - - - F.C.	- - -	- - -	2 1 8½	- - -	- - -	99 11 8
Kirkpatrick Fleming - F.C	- - -	- - -	- - -	37 10 0		

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	Amount.	Date of Payment.				
DUMFRIES-SHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Langholm - - - F.C.	117 0 0	Apr. 15, 1851	3 0 10½	39 0 0	- - -	38 6 8
" - - - - "	90 0 0	May 21, 1855				
Locharbriggs - - - G.A.	50 0 0	June 24, 1840	1 10 0			
Lochmaben - - - Par.	- - -	- - -	2 13 4½	- - -	- - -	52 10 0
Lockerbie - - - - F.C.	- - -	- - -	2 0 0½	4 0 0		
Ruthwell - - - F.C.	- - -	- - -	2 16 11			
Trohoughton - - - G.A.	90 0 0	June 6, 1840				
EDINBURGHSHIRE.						
Balerno - - - - G.A.	100 0 0	Aug. 19, 1842	- - -	45 0 0		
Barnton, late Lauriston, Female Industrial - -	- - -	- - -	- - -	76 0 0	- - -	52 10 0
Buccleugh - - - Par.	*750 0 0	Aug. 3, 1839				
Calder, East, Subscription G.A.	- - -	- - -	2 4 0½	20 0 0		
Calder West - - - Par.	- - -	- - -	3 6 5	35 0 0	- - -	15 0 0
Cockpen - - - - F.C.	168 0 0	Jan. 7, 1850	5 13 3½	93 0 0	- - -	139 8 4
Coltbridge (Lord Mackenzie's) - - F.C.	103 10 0	Nov. 13, 1852	3 10 2½	55 0 0	- - -	51 17 6
Colinton and Currie - F.C.	117 0 0	Feb. 3, 1849	- - -	- - -	- - -	87 10 0
Cousland - - - G.A.	150 0 0	Oct. 10, 1842				
Cousland District - - F.C.	- - -	- - -	3 6 8	27 0 0	- - -	15 0 0
Cramond - - - - Par.	- - -	- - -	- - -	106 5 0	- - -	67 10 0
Cramond, Davidson's Mains F.C.	124 0 0	Oct. 25, 1847	- - -	67 7 6		
Dalkeith Academy - - F.C.	248 0 0	Feb. 25, 1848	3 13 3½	265 2 6	- - -	145 10 0
Davidson's Mains - - G.A.	- - -	- - -	- - -	24 13 4	- - -	31 10 0
Edinburgh, Advocates' Close, High - - - - F.C.	- - -	- - -	2 16 8½	30 10 0		
Edinburgh, Canongate Burgh	250 0 0	July 15, 1854	9 3 4½	76 10 0	- - -	272 10 0
Edinburgh, Canongate - Sess.	*350 0 0	Nov. 26, 1836	3 11 9	- - -	- - -	267 10 0
Edinburgh, Canongate Christian Society's, Male School - - - -	- - -	- - -	1 8 6	52 10 0	- - -	66 10 0
Edinburgh, Canongate Christian Society's, Female School - - - -	- - -	- - -	1 3 6	90 0 0	- - -	127 0 0
Edinburgh, Canon Mills, St. Mary's - - - - F.C.	141 15 0	Dec. 27, 1850	4 6 8½	124 13 4	- - -	146 0 0
" " " " "	8 10 0	Jan. 18, 1854				
Edinburgh, Chalmers', Westport, Territorial - - F.C.	- - -	- - -	10 0 0½	- - -	- - -	373 16 8
Edinburgh, Dean Chalmers', F.C.	- - -	- - -	- - -	10 0 0		
Edinburgh, Dr. A. Thomson's - - - - F.C.	- - -	- - -	- - -	248 13 4	25 0 0	1,021 0 0
Edinburgh, Fountainbridge Missionary - F.C.	145 0 0	Aug. 22, 1850	- - -	107 6 8	- - -	229 10 10
Edinburgh, Free, New North - - - - F.C.	- - -	- - -	2 19 6			
Edinburgh, General Assembly of Church of Scotland - -	- - -	- - -	8 11 10½			
Edinburgh, Greenside (Dr. Bell's) - - - - -	- - -	- - -	7 4 2	- - -	- - -	29 0 0
Edinburgh, High Church Sess.	- - -	- - -	- - -	7 10 0		
Edinburgh, Holyrood - F.C.	- - -	- - -	7 7 9	35 19 2	- - -	246 10 0
Edinburgh, Holy Trinity Epis.	- - -	- - -	2 7 4½			
Edinburgh, Model - - G.A.	- - -	- - -	- - -	112 13 4	- - -	924 15 0
Edinburgh, Model - - F.C.	- - -	- - -	- - -	357 15 0	25 0 0	2,024 14 2
Edinburgh, New Grey Friars Sess.	254 0 0	Nov. 2, 1848				
Edinburgh, Niddry Street (Dr. Bell's) - - - - G.A.	- - -	- - -	7 4 2	33 0 0	- - -	84 0 0
Edinburgh, North District F.C.	605 0 0	May 17, 1848	-	182 15 0	- - -	824 8 4
Edinburgh, Old Grey Friars. G.A.	*845 0 0	May 11, 1839				

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	Amount.	Date of Payment.				
EDINBURGHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Edinburgh (Old Town) - Epis.	280 0 0	Jan. 17, 1848				
Edinburgh, Original Ragged School - - -	- - -	- - -	3 10 4	67 10 0		
Edinburgh, Pilrig, Mixed F.C.	120 0 0	Aug. 1, 1846	3 0 0½	104 10 0	- -	172 0 0
Edinburgh, Pleazance Territorial - - - F.C.	131 0 0	July 20, 1854	6 19 11	7 0 0	- -	32 10 0
Edinburgh (Roxburgh Street) - - - - F.C.	- - -	- - -	- - -	33 0 0		
Edinburgh, St. Andrew's Hall, Normal - - Epis.	- - -	- - -	- - -	28 15 0	- -	107 1 8
Edinburgh, St. Andrew's R.C.	- - -	- - -	12 16 3	73 6 8	35 8 4	587 15 0
Edinburgh, St. Catherine's R.C.	- - -	- - -	8 10 5½	26 16 8	- -	335 7 11
Edinburgh, St. Columbus Epis.	- - -	- - -	2 5 8½	- - -	- -	47 10 0
Edinburgh, St. George's, Local School - - G.A.	- - -	- - -	- - -	- - -	- -	306 10 0
Edinburgh, St. George's Epis.	- - -	- - -	- - -	6 13 4	- -	15 0 0
Edinburgh, St. John's - Epis.	- - -	- - -	5 2 6½	10 0 0	- -	82 0 0
Edinburgh, St. Mary's - Sess.	- - -	- - -	- - -	106 10 0	- -	284 5 10
Edinburgh, St. Mary's - R.C.	- - -	- - -	14 10 6½	79 3 4	- -	798 0 0
Edinburgh, St. Patrick's R.C.	- - -	- - -	10 14 9½	- - -	- -	369 6 8
Edinburgh, St. Paul's - F.C.	300 0 0	July 7, 1852	14 8 9½	39 13 4	- -	305 0 0
Edinburgh, St. Paul's (Carrubber's Close) - Epis.	- - -	- - -	- - -	- - -	- -	91 10 0
Edinburgh, St. Stephen's G.A.	*800 0 0	Mar. 26, 1836				
Edinburgh, Thistle Street (Maclean's) - - - G.A.	- - -	- - -	3 3 10			
Edinburgh, Tolbooth - Par.	*600 0 0	Dec. 29, 1838				
Edinburgh, Tolbooth - Sess.	- - -	- - -	- - -	16 10 0		
Edinburgh, Tolbooth, Congregational - - F.C.	- - -	- - -	3 11 0½	20 0 0	- -	132 6 8
Edinburgh, Trinity - Epis.	- - -	- - -	- - -	16 13 4	- -	61 10 0
Edinburgh, United Industrial School - - - - -	- - -	- - -	3 4 11½	77 0 0	- -	277 10 0
Edmonstone, Colliery School -	- - -	- - -	2 0 0	4 2 6		
Edmonstone, Female School, G.A.	- - -	- - -	1 6 8	9 15 0		
Fisherrow - - - F.C.	- - -	- - -	- - -	93 15 0	12 10 0	274 8 4
Fisherrow, Back of, Boys and Girls - - - F.C.	204 0 0	Feb. 14, 1850	3 9 4	- - -	- -	46 10 0
Gogar, Female - - - G.A.	- - -	- - -	- - -	5 0 0		
Greenside - - - G.A.	148 0 0	Sept. 2, 1848				
Juniper Green - - G.A.	80 0 0	Feb. 5, 1842	- - -	9 15 0	- -	15 0 0
Kirknewton - - - Par.	- - -	- - -	3 11 5			
Lasswade (Whiteshill Colliery) - - - G.A.	- - -	- - -	- - -	114 10 10	- -	66 13 4
Leith - - - - R.C.	- - -	- - -	5 0 0	6 17 6	- -	277 17 6
Leith, (Mariner's) - - F.C.	*490 0 0	May 6, 1840	- - -	120 10 0	- -	528 10 0
Leith, St. James' - - Epis.	- - -	- - -	- - -	35 16 8	- -	58 17 6
Leith, St. John's - - F.C.	*550 0 0	Nov. 4, 1837	- - -	8 0 0	- -	376 7 6
Leith, South - - - F.C.	- - -	- - -	- - -	113 16 8	14 11 8	281 0 0
Leith Victoria - - - F.C.	- - -	- - -	- - -	20 12 6		
Lenny Moor - - - G.A.	85 0 0	Aug. 3, 1842				
Loanhead Subscription - -	- - -	- - -	3 1 4½	10 10 0		
Meadowbank, Female Industrial - - - G.A.	- - -	- - -	- - -	13 15 0		
Morningside, Original Subscription - - - -	- - -	- - -	4 9 1	82 14 2	20 0 0	302 6 8
Morningside - - - F.C.	108 15 0	Oct. 2, 1850	2 9 11½	19 5 0	- -	32 10 0
Musselburgh, Female - G.A.	- - -	- - -	1 0 2	50 11 8	- -	168 15 0
Nellfield, Infant - - G.A.	- - -	- - -	- - -	9 15 0		
Newbattle - - - Par.	- - -	- - -	- - -	- - -	- -	32 10 0
Newbattle (Collieries) - G.A.	- - -	- - -	- - -	49 0 0	- -	102 0 0
Newbigging - - - F.C.	- - -	- - -	- - -	88 10 0	- -	294 0 0
Newhaven - - - G.A.	*311 0 0	Oct. 2, 1839				
Newhaven (Free Fishermen's Society) - - - - -	- - -	- - -	- - -	- - -	- -	15 0 0
Newington - - - F.C.	300 0 0	May 29, 1849	- - -	20 0 0	25 0 0	
Penecuik - - - F.C.	- - -	- - -	3 6 8	8 15 0	- -	15 0 0
Penecuick - - - G.A.	188 0 0	Mar. 31, 1847	- - -	25 0 0	- -	15 0 0
Portobello - - - F.C.	- - -	- - -	- - -	131 13 4	- -	32 10 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
EDINBURGHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ratho, Female - - G.A.	- - -	- - -	- - -	- - -	- -	52 10 0
Ratho, New Subscription G.A.	- - -	- - -	- - -	32 5 0	- -	66 10 0
Ratho and Kirknewton - F.C.	117 0 0	Oct. 11, 1850				
Roslin - - - - F.C.	- - -	- - -	3 0 0½	30 0 0		
Roslin - - - - G.A.	- - -	- - -	1 3 11½	- - -	- -	46 10 0
Slateford, St. Cuthbert's, Subscription - - - -	*100 0 0	Oct. 3, 1840				
" " - "	15 0 0	Jan. 27, 1841				
" " - "	70 0 0	Sept. 15, 1851				
Stobhill - - - G.A.	90 0 0	Jan. 24, 1853	- - -	22 10 0		
Stobhill Mission - - F.C.	- - -	- - -	2 0 4			
Temple - - - - F.C.	- - -	- - -	- - -	86 10 8		
Wilkieston - - - F.C.	- - -	- - -	2 14 2	95 0 0	- -	138 15 0
ELGINSHIRE.						
Archiestown, Mixed - G.A.	101 0 0	May, 3, 1854				
Bishopmill - - - G.A.	- - -	- - -	- - -	81 10 0		
Burghead - - - G.A.	- - -	- - -	- - -	11 0 0		
Burghead - - - F.C.	- - -	- - -	2 6 8			
Elchies - - - - Par.	- - -	- - -	- - -	12 10 0		
Elgin, The Trades' School G.A.	*120 0 0	May 9, 1838				
Elgin, Infants - - G.A.	*150 0 0	Mar. 11, 1837				
Fochabers (Milnes'), Free G.A.	- - -	- - -	4 11 5½	- - -	- -	427 6 8
Forres (Frazers'), Female Industrial School - - -	70 0 0	June 8, 1853				
Garmouth - - - F.C.	80 0 0	July 18, 1851	2 2 0			
Hopeman - - - G.A.	- - -	- - -	1 13 4½	78 7 6		
Hopeman - - - F.C.	- - -	- - -	3 4 8½			
Lossiemouth - - - G.A.	- - -	- - -	- - -	17 10 0	- -	8 15 0
Sphynie New - - - Par.	- - -	- - -	1 2 8			
St. Andrew, Lhanbryd - -	- - -	- - -	- - -	- - -	- -	26 5 0
Urquhart - - - - F.C.	- - -	- - -	3 13 3½	- - -	- -	190 0 0
FIFESHIRE.						
Andrew's, St., Infants - G.A.	- - -	- - -	- - -	53 1 8	- -	61 10 0
Andrew's, St. (Fisher's), Mixed - - - - G.A.	- - -	- - -	1 19 9	43 14 2	- -	65 0 0
Andrew's, St., Madras College - - - G.A.	- - -	- - -	- - -	- - -	- -	172 0 0
Anstruther, East, Mixed F.C.	- - -	- - -	1 0 0			
Auchtermuchty, Boys and Girls - - - F.C.	65 0 0	Feb. 8. 1850	4 3 4	109 10 0	- -	101 15 0
Auchtermuchty, Madras School - - - G.A.	- - -	- - -	3 6 8			
Balmerino - - - Par.	- - -	- - -	2 0 0	- - -	- -	15 0 0
Bogie, West - - - F.C.	- - -	- - -	- - -	10 0 0		
Brunton, Flisk, and Creich - F.C.	80 0 0	Oct. 15, 1849				
Burnside, Endowed - G.A.	45 10 0	Dec. 22, 1849				
Burntisland - - - Epis.	- - -	- - -	8 0 4	- - -	- -	76 0 0
Cameron - - - - Par.	- - -	- - -	1 0 0	23 10 0		
Cellardyke - - - G.A.	*110 0 0	June 3, 1840				
Ceres - - - - Par.	- - -	- - -	- - -	61 6 8	- -	284 10 0
Colinsburgh, Subscription G.A.	95 0 0	July 2, 1845				
Collesie - - - - Par.	- - -	- - -	- - -	- - -	- -	154 1 8
Collesie, Mixed - - F.C.	120 0 0	Apr. 19, 1855				
Colleslie New - - - Par.	- - -	- - -	3 6 8			
Cupar (Madras Academy) -	- - -	- - -	18 14 2½	- - -	- -	815 18 4
Denhead Subscription - G.A.	67 10 0	Oct. 6, 1852	3 11 1	- - -	- -	100 0 0
Dunbog - - - - Par.	- - -	- - -	2 1 8	- - -	- -	100 0 0
Dunfermline Abbey - F.C.	400 0 0	Mar. 15, 1847	- - -	83 17 6	- -	352 10 0
Dunfermline, Female Industrial - - - G.A.	200 0 0	Jan. 7, 1842	8 6 8			
Dunfermline, Golfdrum (M'Lean's) - - G.A.	367 0 0	Sept. 13, 1848	- - -	98 15 0	- -	374 18 4
Dunfermline, St. Leonard's Works School - - -	- - -	- - -	5 6 8½	11 5 0		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFESHIRE—*cont.*						
Dunfermline, Trinity - Epis.	- - -	- - -	- - -	21 0 0	- -	15 0 0
Dysart - - Burgh & Par.	*330 0 0	Nov. 30, 1839	- - -	- - -	- -	139 0 0
" " "	140 0 0	Aug. 5, 1840				
Earlsferry, Infant and Industrial - - - F.C.	78 0 0	Jan. 4, 1854	1 4 2	15 3 4	- -	3 15 0
Earlsferry, Subscription - -	105 0 0	Nov. 1, 1855	2 8 8	63 10 0		
Elie - - - - - G.A.	- - -	- - - -	- - -	78 6 8		
Falkland - - - - Par.	- - -	- - - -	6 13 4½	- - -	- -	349 10 0
Ferryport on Craig, Subscription - - F.C.	65 0 0	Dec. 16, 1840	8 13 2½	- - -	- -	315 0 10
" " " - "	10 0 0	Jan. 5, 1842				
" " " - "	49 0 0	Feb. 16, 1853				
Flockhouse, (Auchterdenan) - - - F.C.	- - -	- - - -	- - -	12 0 0	- -	15 0 0
Forgan - - - - Par.	- - -	- - - -	2 3 4			
Fruchie, Subscription- G.A.	- - -	- - - -	2 12 7	22 18 4		
Gallatown, Subscription G.A.	- - -	- - - -	2 3 11½			
Gilston, New, Subscription - - G.A.	32 10 0	July 8, 1850	1 17 6½	18 0 0		
Kembach - - - Par.	- - -	- - - -	2 2 8	- - -	- -	32 10 0
Kennoway - - - Par.	- - -	- - - -	5 4 0½	13 6 8	- -	117 0 0
Kilconquhar - - - Par.	- - -	- - - -	4 6 7½	8 15 0	9 7 6	165 11 8
Kinghorn - - - F.C.	- - -	- - - -	- - -	56 13 4		
Kingsbarns - - - Par.	- - -	- - - -	1 13 4			
Kirkaldy, Burgh - - G.A.	- - -	- - - -	- - -	- - -	- -	744 0 0
Ladybank, Mixed - - G.A.	264 0 0	Mar. 31, 1855	4 0 0½	10 10 0	17 10 0	
Largo Durham, Charity G.A.	- - -	- - - -	- - -	5 8 4		
Largoward, Subscription -	- - -	- - - -	- - -	43 10 0		
Leslie - - - - G.A.	*430 0 0	Oct. 27, 1838				
Letham (Lady Leven's School)	- - -	- - - -	1 0 0			
Letham, Subscription - G.A.	- - -	- - - -	3 7 6	90 12 6	- -	198 5 0
Leuchars - - - Par.	- - -	- - - -	- - -	7 3 4		
Leven - - - - F.C.	- - -	- - - -	4 10 4½	87 10 0	- -	67 6 8
Lochgelly (Iron Work's School) - - - -	274 0 0	Jan. 17, 1851	8 5 10	135 10 0	45 0 0	45 0 0
Lundin Mill, Subscription -	- - -	- - - -	4 6 6			
Markinch - - - F.C.	- - -	- - - -	3 13 4	- - -	- -	17 10 0
Monans, St. - - - G.A.	125 0 0	Dec. 16, 1846				
Monimail - - - F.C.	90 0 0	Aug. 6, 1850				
Newport, Mixed * - - F.C.	182 0 0	Feb. 11, 1854	4 3 4	45 7 6	- -	243 3 4
Pathhead and Sinclairtown G.A.	293 0 0	May 27, 1850	7 1 6½	13 8 4	- -	202 10 0
" " " - "	10 0 0	May 25, 1853				
Pitlessie - - - - F.C.	- - -	- - - -	3 15 7½	81 10 0	- -	100 0 0
Pittenween - - - G.A.	76 0 0	July 4, 1844				
Prinlaws School - - -	- - -	- - - -	6 0 0			
Scoonie - - - - Par.	- - -	- - - -	7 19 10	12 10 10	- -	163 0 0
Sinclairtown, Hawklemuir, and Parkhead - - - -	- - -	- - - -	2 0 0			
Springfield - - - F.C.	- - -	- - - -	3 0 0½	10 10 0	- -	341 5 0
Strathkinness - - - F.C.	- - -	- - - -	0 15 3	41 5 0	- -	32 10 0
Thornton - - - G.A.	180 0 0	Dec. 18, 1841				
Torryburn - - - Par.	- - -	- - - -	- - -	16 13 4	- -	30 13 4
Wemyss - - - - Par.	- - -	- - - -	2 19 11½	12 0 0	- -	102 0 0
Wemyss, East - - - F.C.	- - -	- - - -	5 3 4	91 10 0		102 0 0
FORFARSHIRE.						
Aldbar (Private School) - -	- - -	- - - -	2 17 9½	58 15 0	- -	60 0 0
Arbroath, Mixed - - Par.	240 0 0	Nov. 18, 1841	8 4 1½	- - -	- -	195 10 0
Arbroath (Educational Society's) - - - F.C.	- - -	- - - -	- - -	270 0 0		
Barry - - - - F.C.	70 0 0	Nov. 4, 1854	1 11 2½	36 0 0	- -	15 0 0
Blacklunnans - - - G.A.	- - -	- - - -	- - -	46 10 0		
Bonnington - - - F.C.	- - -	- - - -	- - -	15 0 0		
Brechin - - - - F.C.	150 0 0	Sept. 5, 1850	- - -	85 3 4	- -	205 10 10
Brechin, Infants - - Par.	*220 0 0	Sept. 30, 1837	- - -	136 4 4	- -	468 11 8
Brechin, St. Andrew's - Epis.	- - -	- - - -	- - -	15 2 6		
Broughty Ferry - - F.C.	186 0 0	Sept. 6, 1849	3 18 4½	40 0 0	- -	199 6 8

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	Amount.	Date of Payment.				
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Broughty Ferry (West Ferry) - - - Sess.	- - -	- - -	- - -	- - -	-	29 0 0
Burnside of Inshewan - G.A.	90 0 0	Jan. 24, 1848				
Carnoustie - - - F.C.	250 0 0	Jan. 2, 1835	5 4 2	49 17 6	-	117 10 0
Carnoustie - - - G.A.	120 0 0	Jan. 19, 1844				
Craigo Works - - - G.A.	- - -	- - -	- - -	- - -	-	32 10 0
Cupar Angus - - - F.C.	- - -	- - -	2 18 2	123 12 6	-	243 10 0
Dudhope - - - - F.C.	- - -	- - -	3 15 0½	94 17 6	-	172 0 0
Dundee (Chapelshade) - F.C.	- - -	- - -	4 6 8			
Dundee (General) - - Sess.	*500 0 0	July 8, 1835	13 6 4½	225 5 10	-	1,681 16 8
" " - - "	472 10 0	Feb. 15, 1840				
Dundee (Hill Town) - F.C.	- - -	- - -	5 0 0	133 5 0	-	168 19 2
Dundee (Hill Town) - G.A.	400 0 0	Jan. 9, 1843				
Dundee, Hunter Street, - F.C.	200 0 0	Sept. 2, 1854	6 13 4½			
Dundee (Park Wynd) Infts. G.A.	*240 0 0	June 3, 1837				
Dundee (Rosebank) - Sess.	100 0 0	Jan. 23, 1849	6 19 3½	121 10 0	-	738 0 0
Dundee, St. Andrew's - F.C.	- - -	- - -	9 1 9	115 0 0	-	366 15 10
Dundee, St. Andrew's - G.A.	450 0 0	Apr. 15, 1842	- - -	6 13 4		
Dundee, St. David's - F.C.	- - -	- - -	4 6 4½	60 0 0	-	699 10 0
Dundee, St. David's - - G.A.	*270 0 0	June 1, 1836	6 1 2			
" " " - - "	*100 0 0	Mar. 21, 1838				
" " - - - "	550 0 0	Aug. 27, 1842				
Dundee, St. John's - F.C.	*260 0 0	Apr. 8, 1837	12 17 5½	93 6 8	-	310 1 8
Dundee, St. Mary Magdalene's - - - - Epis.	- - -	- - -	- - -	- - -	-	15 0 0
Dundee, St. Paul's - - Epis.	- - -	- - -	- - -	- - -	-	26 15 0
Dundee, St. Peter's - F.C.	- - -	- - -	16 3 3	190 5 0	2 5 0	583 8 4
Dundee (Wallace Town)- F.C.	- - -	- - -	12 5 1½	- - -	-	317 10 0
Dundee, Infant Industrial F.C.	- - -	- - -	- - -	63 5 0	-	221 0 0
Dunnichen - - - F.C.	184 16 0	Oct. 6, 1854	2 6 8			
Dunnichen - - - Par.	- - -	- - -	3 6 8½	81 5 9	-	65 10 0
Ferryden - - - - G.A.	75 0 0	Dec. 19, 1840				
" - - - - "	80 0 0	May 15, 1843				
Forfar, East (Townend) Free School - - - - -	200 0 0	Mar. 2, 1846	- - -	19 10 0	-	226 13 4
Forfar, West Town End Free School - - - - -	121 0 0	Mar. 2, 1846				
Friockheim - - - F.C.	- - -	- - -	1 9 11½	15 0 0	-	117 10 0
Friockheim - - - G.A.	*70 0 0	Dec. 14, 1839				
Greenfield, Industrial - F.C.	- - -	- - -	- - -	- - -	-	15 0 0
Inverbrothock - - G.A.	300 0 0	May 18, 1843	- - -	- - -	-	344 3 4
Inverbrothock - - F.C.	- - -	- - -	- - -	90 0 0	-	344 10 0
Kettins - - - - G.A.	- - -	- - -	1 13 2½	12 0 0	-	15 0 0
Kirkbuddo - - - F.C.	100 0 0	Feb. 16, 1855	1 16 8			
Kirriemuir - - - Epis.	- - -	- - -	- - -	- - -	-	45 7 6
Ladyloan - - - F.C.	- - -	- - -	5 14 11	95 10 10	-	206 15 0
Letham, Female - - G.A.	- - -	- - -	- - -	- - -	-	20 0 0
Liff - - - - - F.C.	132 0 0	Aug. 28, 1848				
Loanhead - - - Sess.	- - -	- - -	- - -	8 19 2		
Lochee - - - - Sess.	*130 0 0	July 11, 1838	- - -	72 17 6	-	192 10 0
Lochlee - - - Epis.	- - -	- - -	- - -	13 15 0		
Lunanhead - - - G.A.	48 0 10	Jan. 28, 1843				
Mains - - - - Par.	- - -	- - -	- - -	118 0 0		
Monifieth - - - Par.	- - -	- - -	3 0 0	- - -	-	100 0 0
Monikie, Female - - F.C.	- - -	- - -	2 1 8½	18 8 4	-	15 0 0
Montrose (Castle Street) F.C.	207 0 0	June 5, 1848	10 12 0½			
Montrose, Dorward's Seminary (Lower) F.C.	- - -	- - -	- - -	- - -	-	241 10 0
Montrose, Dorward's Seminary (Upper) F.C.	- - -	- - -	2 18 7½	51 10 0	-	460 0 0
Montrose - - - - Epis.	- - -	- - -	- - -	- - -	-	151 10 0
Montrose - - - Sess.	382 0 0	Apr. 4, 1842	- - -	11 0 0	-	278 0 0
Montrose, Free, St. John's -	- - -	- - -	- - -	87 0 0	-	682 15 0
Montrose, St. John's - G.A.	*200 0 0	Aug. 18, 1838				
" - - - - "	125 0 0	Dec. 20, 1842				
Montrose (White's), Free School	- - -	- - -	4 0 10½	- - -	-	174 0 0
Muirland - - - -	*60 0 0	Mar. 13, 1839				
Pitkennedy - - - G.A.	68 0 0	June 5, 1848				
Tealing - - - - F.C.	73 10 0	Dec. 27, 1850	1 13 4			

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HADDINGTONSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Barns, East - - - G.A.	- - -	- - -	2 18 4	7 10 0		
Dunbar (Belhaven) - F.C.	64 0 0	Mar. 31, 1853	- - -	134 3 4	- -	52 10 0
Dunbar, Burgh - - -	- - -	- - -	- - -	50 0 0	- -	72 10 0
Haddington, Industrial -	- - -	- - -	2 8 3½	37 3 4		
Ormiston - - - F.C.	- - -	- - -	3 5 0½	26 2 6	- -	52 10 0
Pencaitland - - - Par.	- - -	- - -	2 0 0½	7 10 0		
Pencaitland (Newton) - G.A.	- - -	- - -	- - -	25 10 0		
Prestonkirk - - - F.C.	100 0 0	Sept. 17, 1849	4 11 8½	60 5 10	- -	46 10 0
Prestonpans - - - F.C.	104 0 0	May 17, 1852	2 10 0	69 8 4	- -	130 10 0
Tranent - - - - Par.	- - -	- - -	- - -	- - -	- -	29 0 0
Tranent - - - - F.C.	72 10 0	Oct. 29, 1849	3 15 0½	49 0 0	- -	170 18 4
Yester - - - - F.C.	- - -	- - -	- - -	6 5 0		
INVERNESS-SHIRE.						
Aigas, Subscription School	- - -	- - -	1 6 8	100 13 4		
Ardersier - - - - F.C.	- - -	- - -	3 16 8½	22 10 0	- -	99 15 0
Arnisdale - - - - G.A.	- - -	- - -	1 6 8	33 0 0		
Balevanick South, (Uist) G.A.	- - -	- - -	- - -	32 10 0		
Bernisdale - - - F.C.	- - -	- - -	3 6 8			
Boleskine - - - - Par.	- - -	- - -	1 7 5½	- - -	- -	63 0 0
Bunroy - - - - G.A.	- - -	- - -	- - -	- - -	- -	137 0 0
Camiscross - - - G.A.	- - -	- - -	- - -	30 9 2	- -	15 16 8
Cannich Bridge - - G.A.	- - -	- - -	- - -	15 0 0		
Carbost - - - - G.A.	125 0 0	Jan. 19, 1844				
Colbost - - - - G.A.	85 10 0	Feb. 10, 1853	2 16 8½	17 0 0		
Culloden - - - - F.C.	- - -	- - -	- - -	103 15 0	- -	151 3 4
Daviot - - - - F.C.	85 0 0	Apr. 23, 1849	3 1 8	110 10 0	- -	130 10 0
Dockgarroch - - - G.A.	- - -	- - -	- - -	- - -	- -	60 0 0
Durinish - - - - Par.	- - -	- - -	- - -	- - -	- -	1 5 0
Farraline Park (Bells') -	- - -	- - -	- - -	- - -	- -	218 10 0
Fort Augustus - - G.A.	- - -	- - -	- - -	50 5 0		
Fortwilliam - - - F.C.	- - -	- - -	- - -	61 10 0	- -	193 10 0
Glengarry - - - G.A.	- - -	- - -	1 10 6	23 15 0	- -	15 16 8
Grantown, Grammar School -	- - -	- - -	- - -	70 16 8	- -	111 18 4
Inverness - - - - G.A.	*185 0 0	July 5, 1837				
" - - - "	87 0 0	Apr. 4, 1840				
Inverness, Model School - F.C.	626 0 0	Apr. 20, 1849	20 3 0	324 2 6	- -	872 10 0
" " - - "	23 7 8	Jan. 7, 1853				
Inverness, The Bishop's -	- - -	- - -	- - -	10 0 0	- -	4 16 8
Kilmalie - - - - Par.	- - -	- - -	- - -	115 8 4	- -	30 13 4
Kilmorack - - - Par.	- - -	- - -	2 10 0	- - -	- -	112 0 0
Kirkhill - - - - F.C.	- - -	- - -	3 7 10	103 15 0	- -	106 10 0
Kirkhill - - - - Par.	- - -	- - -	- - -	- - -	- -	30 13 4
Kyleakin - - - - G.A.	- - -	- - -	- - -	30 5 0		
Moy - - - - - F.C.	75 12 0	Sept. 28, 1850				
Moy - - - - - G.A.	22 0 0	May 25, 1840				
Mussady, Female - F.C.	- - -	- - -	0 13 4½			
Snizort - - - - F.C.	133 0 0	Mar. 7, 1850				
Stratherrick - - F.C.	60 0 0	Aug. 15, 1848	3 1 0½	24 15 0	- -	108 19 2
Strathnairn - - - Epis.	- - -	- - -	2 5 10½	21 0 0	- -	32 10 0
KINCARDINESHIRE.						
Benholme - - - F.C.	- - -	- - -	- - -	85 10 0	- -	15 0 0
Brechmont - - - F.C.	- - -	- - -	1 0 8	13 6 8		
Catterline, St. Philip's - Epis.	- - -	- - -	2 1 8	28 10 0	- -	32 10 0
Cyrus, Saint. - - - F.C.	- - -	- - -	2 18 4½	21 10 0	- -	52 10 0
Cyrus, Saint - - - Par.	- - -	- - -	3 6 8½	67 10 0	- -	69 1 8
Cyrus, Saint, Porteus, Female - - - G.A.	- - -	- - -	1 6 8½	7 0 0	- -	15 0 0
Cyrus, St. (Straton's, Endowed School) - G.A.	- - -	- - -	1 13 2½	30 0 0	-	41 5 0
Drumlithie - - - Epis.	- - -	- - -	1 10 0	- - -	- -	17 10 0
Dunottar - - - - Par.	- - -	- - -	2 1 2	- - -	- -	60 15 0
Fettercairn - - - F.C.	59 0 0	Dec. 17, 1851	- - -	30 0 0		
Fettercairn - - - Par.	- - -	- - -	2 10 0	63 18 4	- -	61 3 4

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	Amount.	Date of Payment.				
KINCARDINESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Fordoun, Boys and Girls F.C.	- - -	- - -	3 18 4½	43 15 0	- -	171 10 0
John's Haven, Female Sch. G.A.	- - -	- - -	1 9 0½	- - -	- -	15 0 0
Laurence Kirk - - Epis.	- - -	- - -	1 6 1½			
Laurence Kirk - - Par.	- - -	- - -	4 0 0½	13 10 0	- -	46 10 0
Laurence Kirk, Congregational - - F.C.	- - -	- - -	3 6 8½	85 10 0	- -	37 10 0
Marykirk - - - Par.	- - -	- - -	1 13 3½	- - -	- -	15 0 0
Stonehaven - - F.C.	- - -	- - -	- - -	34 6 8	- -	16 13 4
Stonehaven, St. James' - Epis.	- - -	- - -	1 7 0			
Strannathra - - Epis.	- - -	- - -	1 9 3½			
Tipperty - - - F.C.	- - -	- - -	1 13 4½			
Waterlair - - - F.C.	- - -	- - -	1 4 8½	13 15 0		
KINROSS-SHIRE.						
Fossoway - - - F.C.	80 0 0	July 16, 1855				
Fossoway - - - Par.	- - -	- - -	- - -	17 10 0		
Kinross - - - F.C.	115 0 0	Feb. 23, 1849	3 5 10	111 10 0	- -	191 1 8
Maryburgh - - - G.A.	- - -	- - -	2 6 8½	25 16 8	- -	15 0 0
Orwell - - - - Par.	- - -	- - -	- - -	- - -	- -	31 10 0
Portmoak - - - F.C.	- - -	- - -	2 1 9½	30 5 0	- -	100 0 0
KIRKCUDBRIGHTSHIRE.						
Auchencairn - - - F.C.	75 0 0	Oct. 18, 1850	1 10 8½	34 0 0		
Balmaghie - - - F.C.	78 0 0	Oct. 22, 1849	2 1 4½	91 5 0		
Bridge of Dee - - G.A.	- - -	- - -	- - -	- - -	- -	32 10 0
Castle Douglas - - F.C.	120 0 0	Feb. 26, 1853	- - -	40 0 0	- -	241 13 4
Castle Douglas - - Par.	- - -	- - -	- - -	52 5 0	- -	192 10 0
Creetown - - - G.A.	42 10 0	Nov. 30, 1846				
Dalbeattie - - - F.C.	140 0 0	Dec. 11, 1854	3 8 4	- - -	- -	83 0 0
Dalbeattie - - - Par.	55 0 0	July 6, 1854	4 13 11½	108 6 8	- -	230 10 0
Dundrennan Abbey - F.C.	128 0 0	Sept. 28, 1849	1 13 4	129 0 0	- -	100 0 0
Kirkcudbright, Town-end Sess.	- - -	- - -	- - -	42 10 0	- -	42 15 0
Kirkpatrick, Durham - Par.	- - -	- - -	3 12 7½			
Kirkdale - - - G.A.	53 0 0	Dec. 23, 1847				
Maxwelltown - - F.C.	105 0 0	Aug. 27, 1849	4 15 0	46 10 0	- -	192 10 0
Maxwelltown - Burgh Sch.	139 0 0	June 10, 1850	5 0 0½	- - -	- -	50 8 4
Rhonehouse by Kelton - Par.	- - -	- - -	- - -	- - -	- -	83 0 0
Terregles - - - Par.	- - -	- - -	- - -	- - -	- -	50 16 8
LANARKSHIRE.						
Abingdon, (Sir H. Colebrooke's) - - -	- - -	- - -	- - -	20 0 0		
Airdrie, East, Parish (Rawyard's) - - -	*150 0 0	Oct. 23, 1839				
Airdrie, West - - - F.C.	212 0 0	June 21, 1848	- - -	100 7 6	- -	293 13 4
" - - -	17 10 0	Aug. 30, 1850				
Airdrie, St. Margaret's R.C.	- - -	- - -	4 19 11½	- - -	- -	91 16 8
Avondale - - - Par.	- - -	- - -	- - -	21 5 0	- -	63 0 0
Biggar - - - G.A.	75 0 0	May 13, 1843				
Blackquarry - - - F.C.	- - -	- - -	- - -	- - -	- -	165 5 0
Blantyre Works - -	- - -	- - -	5 6 8	77 0 0		
Bluevale - - - Sess.	250 0 0	Apr. 14, 1855	5 0 0			
Bothwell - - - F.C.	- - -	- - -	8 1 0½	153 6 8	- -	318 16 8
Bothwell - - - Par.	*60 0 0	Dec. 18, 1839	5 0 0	31 13 4	- -	102 0 0
Brachead - - - G.A.	74 0 0	June 27, 1845				
Bridgeton - - - F.C.	220 0 0	Oct. 21, 1851	4 1 4½	10 0 0	- -	83 0 0
Bridgeton, Juvenile and Infants - - - Par.	*600 0 0	Sept. 5, 1838				
Bridgeton, Reid Street, Association School -	*375 0 0	Sept. 7, 1839				
Broomgate - - - G.A.	*225 0 0	Jan. 12, 1839				
Bushy - - - - G.A.	- - -	- - -	4 16 8½			
Carnbroe - - - G.A.	380 0 0	Aug. 1, 1842				
Chapel - - - G.A.	- - -	- - -	2 0 0			
Chapelton, Gre[illegible]bscription - -	- - -	- - -	1 9 11½			

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil teachers.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Chryston - - - F.C.	178 0 0	July 1, 1854				
Chryston - - - G.A.	*70 0 0	July 3, 1839				
Coatbridge - - - F.C.	177 15 0	Aug. 18, 1849	2 10 0½	10 10 0		
Coatbridge - - - G.A.	650 0 0	Sept. 16, 1844				
Coatbridge, Dundyvan Works	- - -	- - -	- - -	6 0 0		
Coatbridge, St. Patrick's R.C.	- - -	- - -	- - -	- - -	- - -	17 10 0
Crosshills Branch - - Par.	2 4 9½	- - -	- - -	34 0 10	- - -	15 0 0
Dalziel - - - - Par.	- - -	- - -	- - -	24 0 0		
Gartsherrie, Fourth Sch. G.A.	- - -	- - -	- - -	54 16 8		
Gartsherrie, St. George's G.A.	- - -	- - -	- - -	18 15 0		
Gartsherrie, St. James' - G.A.	- - -	- - -	- - -	104 13 4	20 0 0	351 5 10
Gartsherrie, St. Mary's - G.A.	- - -	- - -	- - -	78 3 4		
Glasford, Boys and Girls Par.	- - -	- - -	1 10 10			
Glasgow (Anderston) St. Mark's, - - - - Burgh	*850 0 0	Nov. 2, 1836	6 1 10½	33 0 0	- - -	46 10 0
Glasgow, (Anderston) St. Matthews - - - - Sess.	400 0 0	Mar. 20, 1845	6 7 7½	75 15 0	8 6 8	700 13 4
" " - - - - "	90 0 0	Jan. 30, 1854				
Glasgow (Brownfield's), St. George's, Juvenile and Infants - - - G.A.	*700 0 0	June 15, 1839				
Glasgow (Brownfield), Female Industrial - -	- - -	- - -	5 9 4½	122 12 6	- - -	222 15 0
Glasgow (Calton), St. Luke's - - - - Sess.	*395 0 0	Apr. 7, 1838				
Glasgow (Calton), St. Mary's - - - - R.C.	- - -	- - -	7 1 8	- - -	- - -	435 8 4
Glasgow (Chalmers' Parish), Par.	*760 0 0	Oct. 3, 1840				
Glasgow, Christ Church (Mile End) - - - Epis.	*425 0 0	June 16, 1838	1 13 8½			
Glasgow, Cowcadden Infant - - - - G.A.	*150 0 0	Oct. 21, 1835				
Glasgow, Finnieston Mission - - - - F.C.	250 0 0	Oct. 27, 1854	2 3 8	- - -	- - -	58 0 0
Glasgow (Highland Society's School) - - G.A.	- - -	- - -	5 12 6½			
Glasgow (Milton) - - Par.	400 0 0	Dec. 8, 1841	4 11 11	8 5 0		
Glasgow (Milton), Industrial - - - - G.A.	- - -	- - -	- - -	13 16 8		
Glasgow (Murdock's), Boys' Industrial - - - G.A	450 0 0	Nov. 6, 1851	- - -	- - -	- - -	3 0 0
Glasgow, Practising School, G.A.	*1000 0 0	June 20, 1838	- - -	42 6 8	- - -	335 0 0
" "	*1000 0 0	Jan. 15, 1840				
Glasgow, Training " G.A.	- - -	- - -	- - -	53 0 0		
Glasgow, Practising School - - - F.C.	- - -	- - -	52 10 6½	200 4 2	- - -	2,288 10 0
Glasgow (Old Wynd) - F.C	350 0 0	Aug. 30, 1848	6 6 8	36 0 0		
Glasgow, St. Alphonsus' - R.C.	- - -	- - -	- - -	- - -	- - -	20 8 4
Glasgow, St. Andrew's - R.C.	- - -	- - -	8 12 6½			
Glasgow, St. Andrew's (Parish and Madras) - G.A.	572 5 0	July 25, 1850				
Glasgow, St. David's - Par.	- - -	- - -	- - -	44 15 10	- - -	127 10 0
Glasgow, St. Enoch's - Sess.	*750 0 0	June 3, 1835	12 4 9½	- - -	- - -	496 2 6
Glasgow, St. Enoch's Female - - - - Sess.	- - -	- - -	- - -	10 1 8		
Glasgow, St. George's - Sess.	*600 0 0	Nov. 30, 1836				
Glasgow, St. George's (Kelvin Street) - - F.C.	300 0 0	Apr. 14, 1853	14 14 9½	85 16 8	44 11 8	163 11 8
Glasgow, St. George's (Renfield Street) - F.C.	- - -	- - -	11 5 0	174 15 0	20 0 0	848 5 0
Glasgow, St. James' - G.A.	*450 0 0	May 20, 1857				
Glasgow, St. John's, Boys - - - - R.C.	- - -	- - -	- - -	- - -	- - -	17 10 0
Glasgow, St. John's, Girls - - - - R.C.	- - -	- - -	- - -	- - -	- - -	31 13 4
Glasgow, St. John's - F.C.	- - -	- - -	12 9 11½	51 0 0	- - -	138 10 0
Glasgow, Chalmer's Street - - - - G.A.	- - -	- - -	- - -	- - -	- - -	514 10 0

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	Amount.	Date of Payment.				
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Glasgow, St. John's (Young Street) - G.A.	490 0 0	June 7, 1850	- - -	8 15 0	- -	46 10 0
Glasgow, St. Joseph's - R.C.	- - -	- - -	- - -	- - -	- -	12 1 8
Glasgow, St. Jude's - Epis.	- - -	- - -	2 7 3½	41 5 0		
Glasgow, St. Matthew's Industrial - - F.C.	400 0 0	Dec. 19, 1848	6 0 0	83 3 4	- -	256 10 0
Glasgow, St. Matthew's (Bishop Street) - Sess.	- - -	- - -	2 18 8½	8 6 8		
Glasgow, St. Mungoe's - G.A.	373 0 0	Apr. 18, 1843				
Glasgow, St. Mungoe's - R.C.	- - -	- - -	8 6 0	- - -	- -	180 10 10
Glasgow, St. Paul's, Industrial - - - Par.	*660 0 0	Dec. 11, 1837	- - -	45 10 0		
Glasgow, St. Peter's, Female - - - - F.C.	- - -	- - -	4 11 8½			
Glasgow, St. Peter's, Mixed - - - - F.C.	- - -	- - -	11 13 4	111 7 6	60 0 0	660 1 8
Glasgow, St. Peter's - Sess.	- - -	- - -	- - -	8 5 0	- -	15 0 0
Glasgow, St. Rollox - - G.A.	- - -	- - -	- - -	66 0 0		
Glasgow (The Bishop's) - Epis.	- - -	- - -	3 15 3½	43 10 0	- -	141 0 0
Glasgow, Tron (Bridgegate) - - - -	- - -	- - -	- - -	30 15 0	- -	63 7 6
Glengivel - - - - G.A.	100 0 0	Dec. 18, 1841				
Gorbals, East Territorial F.C.	- - -	- - -	4 2 5	8 16 8		
Gorbals, Local Mission - G.A.	200 0 0	May 15, 1847				
Gorbals, St. John's, Female - - - - R.C.	- - -	- - -	7 1 8½			
Gorbals, Youths - - Par.	*600 0 0	Feb. 24, 1836	23 8 10½	- - -	- -	464 0 0
Govan - - - - F.C.	- - -	- - -	2 5 4	- - -	- -	83 0 0
Govan, Juvenile and Inft. G.A.	*350 0 0	May 2, 1838				
Greengares - - - G.A.	75 0 0	June 11, 1840				
Hamilton, St. John's - F.C.	600 0 0	Oct. 6, 1838	14 9 3½	137 10 0	25 0 0	467 5 0
Hamilton (Orphan and Charity) Mixed - - G.A.	150 0 0	Oct. 9, 1852				
Hamilton, United - Presb.	- - -	- - -	2 13 0			
Kelvinhaugh - - - Sess.	466 0 0	May 5, 1855	5 0 0½			
Kilbride, East - - Par.	- - -	- - -	6 17 1½	86 12 6	- -	305 18 4
Kingston, Govan - - G.A.	200 0 0	Aug. 31, 1842				
Lanark - - - - Burgh	*250 0 0	Apr. 29, 1840	3 6 8½	55 10 0	- -	32 10 0
Leadhills - - - - G.A.	- - -	- - -	- - -	41 13 4	- -	70 0 10
Lesmahagow - - - F.C.	- - -	- - -	- - -	15 0 0		
Maryhill - - - - F.C.	246 0 0	Apr. 8, 1850	3 1 11½	45 7 6	- -	46 10 0
Maryhill - - - - G.A.	180 0 0	Sept. 13, 1851				
Maxwellton, Endowed, Mixed School - -	150 0 0	Aug. 7, 1841	6 7 10	80 0 0	- -	264 10 9
Monklands, Old - - Par.	- - -	- - -	- - -	- - -	- -	195 0 0
Partick (Govan) - - F.C.	173 0 0	Apr. 22, 1850	- - -	77 10 0		
Riggend - - - - G.A.	60 0 0	Nov. 28, 1840				
Roberton - - - - F.C.	- - -	- - -	- - -	17 6 8		
Rutherglen - - - F.C.	201 10 0	Feb. 13, 1850	8 15 0	130 6 8	- -	406 0 0
Shotts - - - - F.C.	- - -	- - -	2 2 0½	- - -	- -	17 10 0
Springburn (Murdock's) G.A.	- - -	- - -	- - -	26 16 8		
Springburn - - - R.C.	- - -	- - -	2 0 0			
Stonehouse - - - F.C.	- - -	- - -	3 7 9½	16 10 0	- -	98 15 0
Stonehouse - - - Par.	- - -	- - -	3 6 8			
Strathaven - - - F.C.	- - -	- - -	2 13 4			
Strathaven Avondale -	*250 0 0	Dec. 2, 1840				
Uddingstone - - - G.A.	155 0 0	Oct. 4, 1845				
Woodside - - - - F.C.	280 0 0	Mar. 17, 1843	5 13 4	64 17 6	- -	67 1 8
LINLITHGOWSHIRE.						
Abercorn - - - F.C.	- - -	- - -	2 12 6	- - -	- -	68 15 0
Armadale - - - G.A.	*34 0 0	Aug. 17, 1839				
Bathgate - - - Par.	- - -	- - -	5 0 0	- - -	- -	42 0 0
Bo'ness, Infant Training G.A.	- - -	- - -	- - -	5 0 0		
Carriden - - - G.A.	- - -	- - -	3 10 0	36 10 0	- -	102 5 0
Grangepans, Subscription G.A.	- - -	- - -	3 6 1	107 5 0	- -	422 0 0
Kirklistor - - - F.C.	- - -	- - -	- - -	- - -	- -	63 0 0
Linlithgow - - - F.C.	127 0 0	Jan. 19, 1849	4 14 10½	78 13 4	- -	222 16 8

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LINLITHGOWSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Torphichen, Mixed - F.C.	75 0 0	Oct. 15, 1849	1 2 0			
Torphichen, Mixed - Par.	- - -	- - -	3 14 10½	16 10 0	- -	83 0 0
Winchburgh - - G.A.	- - -	- - -	- - -	67 10 0		
NAIRNSHIRE.						
Auldearn (Innes), Infants F.C	145 0 0	July 18, 1842	2 13 4¼	48 6 8		
Cawdor - - - F.C.	40 0 0	Dec. 15, 1849				
„ - - - „	25 0 0	Jan. 10, 1851				
Cawdor - - - Par.	30 0 0	Sept. 15, 1841	1 16 0½	30 0 0		
Nairn - - - F.C.	150 0 0	Jan. 15, 1850	7 5 0½	76 11 8	- -	131 10 0
Nairn (Moniton) - G.A.	*100 0 0	May 31, 1857	- - -	56 10 0	- -	15 0 0
ORKNEY AND SHETLAND.						
Dervaig, Tobermory - G.A.	120 0 0	May 18, 1847				
Dervaig, Female School - G.A.	77 0 0	Jan. 23, 1849				
Orkney, St. Andrew's - G.A.	28 0 0	Apr. 15, 1840				
Sabiston - - - G.A.	- - -	- - -	1 14 8½	37 12 6		
Sanday - - - F.C.	- - -	- - -	- - -	60 0 0		
Sandwick - - - Par.	- - -	- - -	- - -	- - -	- -	32 10 0
Skelwick, Society's School F.C.	- - -	- - -	- - -	50 0 0		
Stromness - - - F.C.	- - -	- - -	3 10 0	42 12 6	- -	46 10 0
Westray, Midbea, Westside G.A.	52 0 0	Nov. 26, 1846				
PEEBLESSHIRE.						
Inverleithen - - F.C.	- - -	- - -	- - -	89 18 4		
Peebles - - - F.C.	109 0 0	July 5, 1849	2 10 0	33 13 4	- -	32 1 8
West Linton - - Epis.	- - -	- - -	- - -	10 8 4	- -	31 13 4
PERTHSHIRE.						
Acharn - - - F.C.	- - -	- - -	- - -	23 5 10	- -	63 0 0
Aldgernaig - - G.A.	- - -	- - -	- - -	111 10 0	- -	146 0 0
Almondbank - - G.A.	- - -	- - -	- - -	37 10 0		
Alyth - - - F.C.	- - -	- - -	9 4 8½	- - -	- -	221 0 0
Alyth, Girls Industrial - G.A.	- - -	- - -	4 13 4			
Amulree - - - F.C.	- - -	- - -	1 0 0	101 0 0		
Blackford - - - F.C.	119 5 0	Mar. 19, 1849	1 15 5½	110 0 0	- -	15 0 0
Blair Athole - - Par.	- - -	- - -	3 19 11½	74 8 4	- -	178 10 0
Blair Drummond - G.A.	- - -	- - -	- - -	41 0 0		
Blairgowrie - - F.C.	- - -	- - -	8 13 3½	72 15 0	- -	179 10 0
Blairgowrie - - Par.	- - -	- - -	7 10 0	- - -	- -	232 13 4
Blairingone - - G.A.	115 0 0	Nov. 8, 1849				
Breadalbane - - F.C.	- - -	- - -	2 0 0½	114 13 0	- -	355 3 4
Bridge of Earn (Girls Industrial) - - F.C.	50 0 0	Sept. 19, 1848	2 10 0	68 10 0	- -	288 11 8
Callander - - F.C.	- - -	- - -	- - -	161 0 0	- -	384 12 6
Camaghowran - - G.A.	- - -	- - -	1 12 0½	28 17 6		
Comrie - - - F.C.	- - -	- - -	- - -	- - -	- -	32 10 0
Crieff - - - F.C.	- - -	- - -	- - -	25 0 0	- -	32 1 8
Crieff, St. Michael's - Epis.	- - -	- - -	- - -	- - -	- -	15 0 0
Crieff, (Taylors' Institution) G.A.	- - -	- - -	2 5 9	- - -	- -	63 0 0
Culross, Parish and Burgh School - - - -	- - -	- - -	3 16 10½	110 6 8	- -	252 6 8
Culross, Geddes - - G.A.	- - -	- - -	5 8 2½	70 16 8	- -	137 10 0
Cupar Angus - - Epis.	- - -	- - -	- - -	- - -	- -	10 16 8
Doune - - - F.C.	245 1 7	Nov. 24, 1854	5 13 4	110 10 0	- -	63 3 4
Dowally - - - Par.	- - -	- - -	2 13 4			
Dunblane - - - F.C.	- - -	- - -	2 13 4	51 0 0	- -	46 10 0
Dunblane - - - Par.	- - -	- - -	3 9 4½	- - -	- -	115 0 0
Dunkeld (Duchess of Atholl's) School - -	- - -	- - -	2 0 0½	8 0 0		
Dunkeld, Little - - Par.	- - -	- - -	- - -	- - -	- -	52 10 0
Dunkeld, Royal School -	- - -	- - -	2 6 8½	- - -	- -	224 10 0

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	Amount.	Date of Payment.				
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Erroll - - - - F.C.	- - -	- - -	3 19 10½	96 13 4	- -	232 5 0
Forgandenny (Path of Condie) - - - G.A.	50 0 0	Aug. 15, 1840				
" " - - - "	10 0 0	Apr. 17, 1850				
Gartmore - - - F.C.	86 0 0	Oct. 10, 1848				
Gilmerton - - - G.A.	*80 0 0	April 10, 1839				
Inchture - - - Par.	- - -	- - -	3 6 8½	85 0 0	- -	100 0 0
Killichonan - - - G.A.	- - -	- - -	- - -	48 13 0		
Killin - - - - F.C.	- - -	- - -	- - -	27 1 8		
Kilmadock - - - Par.	- - -	- - -	- - -	- - -	- -	63 0 0
Kinbuck, Village - - G.A.	- - -	- - -	2 1 8½	38 15 0	- -	32 10 0
Kincardine, Subscription F.C.	200 0 0	Aug. 11, 1841	- - -	26 13 4	- -	15 0 0
" " - - "	100 0 0	Dec. 18, 1841				
Kincardine on Forth, (Baroness Keith's) - - - -	- - -	- - -	- - -	45 5 0	- -	68 0 0
Kinfauns - - - F.C.	- - -	- - -	3 2 6¼	27 10 0	- -	15 16 8
Kinloch Rannoch, Parliamentary School - - -	*100 0 0	Aug. 3, 1839				
Kinnaird - - - Par.	- - -	- - -	2 13 6½	89 0 0	- -	83 0 0
Kirkmichael - - - F.C.	- - -	- - -	3 0 0½	14 6 8	- -	1 5 0
Lawers - - - - F.C.	- - -	- - -	- - -	- - -	- -	15 0 0
Loch Earn Head - - F.C.	- - -	- - -	- - -	50 0 0	- -	47 10 0
Logierait - - - F.C.	- - -	- - -	- - -	45 0 0	- -	94 3 4
Meickleour - - - Par.	- - -	- - -	- - -	59 5 0		
Methven - - - - F.C.	74 0 0	Nov. 27, 1848	2 9 11½	91 5 0	- -	32 10 0
Methven, United Presbyterian	- - -	- - -	- - -	90 0 0	- -	203 10 0
Monzievaird and Strowan Par.	- - -	- - -	2 5 6½	43 0 0	- -	30 0 0
Moulin - - - - Par.	- - -	- - -	- - -	- - -	- -	158 13 4
Muchart - - - - Par.	- - -	- - -	- - -	- - -	- -	15 0 0
Muthill - - - - F.C.	151 0 0	Sept. 5, 1850	- - -	- - -	- -	52 10 0
Perth, Cathedral Free Epis.	- - -	- - -	- - -	- - -	- -	14 15 10
Perth, Middle Parish - Sess.	*600 0 0	May 22, 1839	1 2 0	86 10 0	- -	445 1 8
Perth, Watergate, Mixed National	*200 0 0	July 22, 1837	- - -	44 0 0	- -	442 16 8
Perth, New Row, Mixed National	*200 0 0	July 22, 1837	- - -	25 0 0	- -	406 0 0
Perth, Infants - - - G.A.	- - -	- - -	1 9 4½	59 3 4	- -	440 13 4
Perth, Ladies' Subscription S. School - - - - -	*150 0 0	Nov. 18, 1837				
	*500 0 0	Oct. 10, 1838				
Perth, West Church - G.A.	320 0 0	Feb. 21, 1849	8 14 4½	98 0 0	- -	725 16 8
Perth, West - - - F.C.						
Perth (Stewart's), Free Trades'	- - -	- - -	3 15 0¼	53 6 8	- -	46 10 0
Perth, East Parish, Congregational - - - -	- - -	- - -	10 4 0¼	20 0 0	18 15 0	42 0 0
Perth, St. Leonard's - F.C.	- - -	- - -	5 6 7½	102 10 0	- -	319 0 0
Perth, St. Ninian's - - Epis.	- - -	- - -	- - -	- - -	- -	15 0 0
Perth, Territorial Mission F.C.	- - -	- - -	- - -	- - -	- -	2 8 4
Pitcairn Green - - F.C.	- - -	- - -	2 0 0	42 10 0	- -	1 5 0
Pitlochry - - - G.A.	89 0 0	Oct. 18, 1850	- - -	79 3 4	- -	132 5 0
Ruskie - - - - G.A.	*43 0 0	Feb. 2, 1839				
Scone - - - - F.C.	- - -	- - -	1 8 7	26 3 0	- -	17 0 0
Stanley - - - - F.C.	110 0 0	Dec. 17, 1849	2 3 2	116 17 6	- -	151 0 8
" - - - "	31 2 0	Nov. 6, 1855				
Strathbrand" - - F.C.	90 0 0	May 17, 1849	1 13 4	136 13 4		
Strathlock - - - G.A.	- - -	- - -	- - -	44 0 0	- -	32 10 0
Strone of Callie - - G.A.	- - -	- - -	- - -	45 0 0		
Strowan, Society's - - G.A.	- - -	- - -	3 0 0½	- - -	- -	52 10 0
Tenandry - - - Par.	33 0 0	Jan. 11, 1840				
Trinity Gask - - - Par.	- - -	- - -	2 11 3	85 0 0		
Tullialian - - - Par.	- - -	- - -	- - -	- - -	- -	285 0 0
Tullibardine - - - G.A.	- - -	- - -	2 0 11½	19 5 0		
Woodside - - - F.C.	- - -	- - -	2 3 10	- - -	- -	105 0 0
RENFREWSHIRE.						
Barrhead - - - - G.A.	- - -	- - -	5 6 8½			
Bishopston - - - F.C.	- - -	- - -	2 0 0½	17 10 0		
Bridge of Weir - - G.A.	*375 0 0	Jan. 25, 1840				
Bushy - - Ch. of Scot.	- - -	- - -	- - -	26 13 8	- -	20 0 0
Cathcart - - - - Par.	- - -	- - -	4 6 4½	88 15 0	- -	171 16 8

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	Amount.	Date of Payment.				
RENFREWSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Eastwood - - - Par.	- - -	- - -	3 6 8			
Greenock, Middle Parish G.A.	*120 0 0	Aug. 7, 1839				
Greenock, St. Andrew's - G.A.	*190 0 0	Mar. 11, 1837				
Greenock, East - - Epis.	- - -	- - -	- - -	33 5 0	- -	62 19 2
Greenock, St. John's West Epis.	*80 0 0	Aug. 14, 1839				
Greenock (South Parish) G.A.	*200 0 0	Oct. 21, 1837				
Greenock, (Highlanders') Juvenile and Infant - G.A.	*600 0 0	Jan. 28, 1837				
" " " - "	550 0 0	Nov. 20, 1853				
Houschill, Endowed, G.A.	- - -	- - -	3 6 8	41 6 8	- -	52 10 0
Houston - - - F.C.	218 0 0	Feb. 1, 1850	5 4 1½	128 5 0	- -	203 10 0
Houston and Killellan - Par.	- - -	- - -	3 7 11½	136 3 4	- -	120 10 0
Kilbarchan, Female - G.A.	- - -	- - -	- - -	31 5 0		
Ladyburn, Subscription F.C.	- - -	- - -	2 10 0½	64 2 6		
Lochwinnoch - - - Par.	- - -	- - -	3 9 2½	8 15 0	- -	219 13 4
Lochwinnoch, Female Industrial - - - G.A.	- - -	- - -	- - -	7 10 0		
Mearns - - - - Par.	- - -	- - -	- - -	- - -	- -	228 0 0
Paisley, George Street - Scss.	- - -	- - -	1 3 4	9 12 6		
Paisley, (Neilson,) Educational Institution -	- - -	- - -	- - -	11 5 0		
Paisley, Carbrook Street, Scss.	*700 0 0	Aug. 20, 1836	1 8 0	41 5 0	- -	96 10 0
Paisley Abbey (The Dickson School) - - - G.A.	50 0 0	Oct. 12, 1849	- - -	37 13 4	- -	96 5 0
Paisley, Infants - - G.A.	150 0 0	Jan. 9, 1841				
Paisley, Stevenson Street F.C.	216 0 0	May 4, 1848				
Paisley, Causeyside Street, Scss.	- - -	- - -	1 8 0	15 2 6	- -	89 0 0
Paisley, Free High Church Congregational - - F.C.	- - -	- - -	- - -	13 10 0		
Paisley, (Miss Stowe's,) Industrial - - - - -	359 0 0	April 1854	1 9 10½	20 0 0	- -	76 0 0
Paisley, St. George's - F.C.	- - -	- - -	3 5 0			
Paisley, Ragged School - G.A.	- - -	- - -	2 16 8	10 15 0		
Paisley, Hunter Street, Female Industrial -	- - -	- - -	1 10 4	28 8 4		
Pollockshaws - - Burgh	- - -	- - -	- - -	- - -	- -	111 10 0
Port Glasgow, Female - G.A.	- - -	- - -	2 0 0			
Port Glasgow, Industrial Scss.	400 0 0	June 26, 1841				
" " " - "	150 0 0	Apr. 21, 1845				
Port Glasgow, Juvenile - F.C.	- - -	- - -	- - -	- - -	- -	111 10 0
Renfrew, Old Burgh -	- - -	- - -	1 10 0	28 0 0		
Seedhills, Mixed - - Scss.	- - -	- - -	1 3 4			
Uplamoor, Public School	- - -	- - -	2 0 0			
ROSS AND CROMARTY SHIRES.						
Achadesdale - - - F.C.	90 0 0	Sept. 5, 1850	- - -	- - -	- -	99 3 4
Achnagart - - - G.A.	- - -	- - -	- - -	87 10 0		
Alness - - - F.C.	- - -	- - -	- - -	6 5 0		
Arpafeelie - - - Epis.	- - -	- - -	- - -	- - -	- -	17 10 0
Aultbea - - - G.A.	- - -	- - -	- - -	16 10 0		
Builnaluip - - - F.C.	- - -	- - -	1 9 11½			
Conon - - - F.C.	- - -	- - -	- - -	85 0 0	- -	15 0 0
Cromarty - - - F.C.	95 10 0	Apr. 21, 1852	3 7 11½	161 15 10		
Cullicudden - - - F.C.	- - -	- - -	2 16 10½	54 0 0	- -	102 0 0
Culish - - - F.C.	- - -	- - -	- - -	9 12 6	- -	15 0 0
Dibaig - - - G.A.	- - -	- - -	1 16 4			
Dingwall - - - F.C.	- - -	- - -	6 4 11½	55 0 0	- -	104 10 0
Edderton - - - F.C.	- - -	- - -	5 6 8	85 0 0	- -	63 0 0
Ferrintosh - - - F.C.	90 0 0	Jan. 18, 1849				
Gairloch - - - Par.	- - -	- - -	- - -	8 15 0		
Highfield - - - Epis.	- - -	- - -	- - -	16 5 0	- -	32 10 0
Invergordon - - - F.C.	- - -	- - -	- - -	48 0 0	- -	124 10 0
Jemimaville - - - F.C.	- - -	- - -	- - -	25 0 0		
Killearnan - - - F.C.	- - -	- - -	- - -	50 5 0	- -	135 5 10
Kilmuir Easter - - Par.	- - -	- - -	- - -	105 0 0	- -	10 0 0
Kincardine - - - Par.	- - -	- - -	- - -	66 15 0	- -	226 0 0
Kincardine, Congregational - - - - F.C.	- - -	- - -	- - -	6 5 0		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ross and Cromarty—*cont.*						
Knockbain - - - Par.	- - -	- - -	2 12 5	40 10 0	- -	173 7 6
Logie - - - - Par.	- - -	- - -	1 9 10			
Maryburgh - - - F.C.	- - -	- - -	- - -	10 0 0		
Mossfield, Gaelic Association	- - -	- - -	- - -	53 0 0		
Muirton - - - - G.A.	- - -	- - -	1 10 0	- - -	- -	48 15 0
Openham - - - G.A.	- - -	- - -	1 19 0½			
Pool Ewe, Agricultural School - - - -	90 0 0	Sept. 5, 1850	1 10 0			
Rosemarkie - - - F.C.	100 0 0	Dec. 8, 1854				
Roskeen - - - - F.C.	133 0 0	Oct. 26, 1847				
Stornoway - - - F.C.	159 0 0	June 14, 1852	- - -	45 5 0	- -	102 0 0
Strath or Drummindarroch - - - - G.A.	- - -	- - -	2 0 0½			
Tain, Congregational - F.C.	- - -	- - -	3 15 0	- - -	- -	94 0 0
Tarbat - - - - F.C.	- - -	- - -	3 0 8	14 0 0	- -	32 10 0
Ullapool - - - - F.C.	87 0 0	Sept. 19, 1851	3 10 2¼			
Roxburghshire.						
Fairnington - - - G.A.	60 0 0	Jan. 21, 1848	- - -	65 10 0		
Galashiels - - - R.C.	- - -	- - -	- - -	11 5 0		
Galashiels - - - Epis.	- - -	- - -	- - -	- - -	- -	21 13 4
Gattonside School - -	- - -	- - -	1 14 8½			
Hawick, St. Mary's - Epis.	- - -	- - -	2 3 7¼	6 5 0	- -	75 6 8
Jedburgh, St. John's - Epis.	- - -	- - -	4 1 4	16 10 0	- -	79 13 4
Melrose, Congregational F.C.	- - -	- - -	4 13 4	34 0 0	- -	143 12 6
Smailholm - - - F.C.	- - -	- - -	2 10 0	38 15 0	- -	85 8 4
Yetholme, Kirk - - G.A.	80 0 0	Feb. 3, 1843	- - -	75 0 0	- -	15 0 0
Yetholm, Town, Girls - -	66 0 0	Mar. 20, 1847	- - -	44 8 4		
Selkirkshire.						
Gala, Infants - - - G.A.	200 0 0	July 26, 1848	- - -	77 10 0	- -	272 0 0
Galashiels - - - Par.	- - -	- - -	- - -	- - -	- -	366 3 4
Stirlingshire.						
Alva (No. 1.) Infants - G.A.	116 10 0	Dec. 15, 1841				
Alva (No. 2.) Subscription Sch.	140 0 0	Mar. 31, 1843				
Bainsford, Self-supporting G.A.	- - -	- - -	9 14 8½	37 5 10	- -	55 0 0
Bannockburn, Subscription	- - -	- - -	- - -	24 0 0	38 6 8	29 0 0
Bannockburn - - - F.C.	- - -	- - -	- - -	15 0 0		
Banton Kilsyth - - G.A.	40 0 0	Jan. 20, 1841				
Bridge of Allan - - F.C.	- - -	- - -	2 14 0½	- - -	- -	190 16 8
Brighton in Polmont, Boys and Girls - - - F.C.	143 0 0	Dec. 21, 1849	1 16 4½			
Carronshore - - - G.A.	*100 0 0	Dec. 7, 1839				
Denny - - - - Par.	- - -	- - -	- - -	- - -	- -	213 15 0
Drymen, Industrial - G.A.	- - -	- - -	1 4 0	24 0 0		
Dunnipace - - - F.C.	- - -	- - -	- - -	31 5 0	- -	15 16 8
Falkirk - - - - Par.	- - -	- - -	- - -	- - -	- -	15 0 0
Falkirk - - - - F.C.	297 16 8	Apr. 1, 1854	4 17 0½	82 16 8	- -	53 15 0
Falkirk, St. Francis' - R.C.	- - -	- - -	1 16 7¾	- - -	- -	19 3 4
Fintry - - - - Par.	- - -	- - -	- - -	11 0 0		
Grangemouth, Subscription School - - - -	- - -	- - -	5 4 11½	21 0 0	- -	34 3 4
Haggs - - - - G.A.	*80 0 0	Nov. 1, 1837	- - -	30 0 0		
" - - - - "	33 0 0	Feb. 19, 1840				
Killearn - - - F.C.	- - -	- - -	- - -	41 5 0		
Kilsyth, Female School -	- - -	- - -	1 1 4	46 10 0	- -	15 0 0
Larbert - - - - Par.	- - -	- - -	- - -	6 13 4	- -	17 1 8
Larbert - - - - F.C.	130 0 0	Nov. 28, 1850	4 10 0			
Lennoxtown, New Subscription Sch. - -	*280 0 0	Dec. 7, 1850				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	Amount.	Date of Payment.				
STIRLINGSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Logie - - - - Par.	- - -	- - -	- - -	25 10 0		
Polmont - - - - F.C.	- - -	- - -	- - -	13 15 0	- -	116 11 8
Slamannan - - - F.C.	180 0 0	Oct. 21, 1854	5 4 3	39 17 6	- -	29 0 0
Stirling, Infant - - F.C.	- - -	- - -	2 17 1½	37 0 0	- -	1 5 0
Stirling - - - - Epis.	- - -	- - -	- - -	- - -	- -	15 0 0
Tillicoultry - - - F.C.	- - -	- - -	- - -	61 5 0		
SUTHERLANDSHIRE.						
Armadale - - - G.A.	- - -	- - -	- - -	55 0 0	- -	75 0 0
Brora - - - - G.A.	- - -	- - -	1 11 1	- - -	- -	52 10 0
Clyne - - - - Par.	- - -	- - -	- - -	15 0 0		
Creich - - - - Par.	- - -	- - -	1 18 9½	128 6 8	- -	144 13 4
Creich, Congregational - F.C.	- - -	- - -	3 0 0	37 10 0	- -	32 10 0
Dalnambreac - - - G.A.	- - -	- - -	- - -	35 5 0		
Dornoch - - - - F.C.	- - -	- - -	3 6 8½	37 10 0	- -	42 18 4
Dornoch - - - - Par.	- - -	- - -	2 1 1	141 13 4	- -	99 3 4
Durine - - - - G.A.	- - -	- - -	- - -	79 15 0	- -	32 10 0
Golspie - - - - F.C.	- - -	- - -	- - -	33 0 0	- -	37 10 0
Golspie - - - - Par.	- - -	- - -	2 13 1	- - -	- -	65 10 0
Kildonan - - - - Par.	- - -	- - -	2 0 10½	68 0 0	- -	132 0 0
Knockarthur - - - G.A.	- - -	- - -	- - -	65 0 0		
Lairg Gruids - - - G.A.	- - -	- - -	- - -	51 5 0		
Loth - - - - Par.	- - -	- - -	- - -	73 15 0		
Melvich - - - - G.A.	- - -	- - -	- - -	27 10 0		
Skerray - - - - G.A.	- - -	- - -	- - -	43 10 0		
Skibo - - - - G.A.	- - -	- - -	- - -	81 16 8	- -	49 3 4
Talmine - - - - G.A.	- - -	- - -	- - -	58 15 0		
WIGTOWNSHIRE.						
Cairn Ryan - - - F.C.	- - -	- - -	1 0 0½	30 0 0		
Enoch (Parish of Portpatrick) - - - G.A.	50 0 0	Aug. 12, 1843	2 4 0½	103 6 8	- -	52 10 0
Glenluce - - - - Par.	- - -	- - -	4 10 0	- - -	- -	119 3 4
Glenluce - - - - F.C.	- - -	- - -	- - -	- - -	- -	15 0 0
Inch - - - - F.C.	- - -	- - -	- - -	92 10 0	- -	83 0 0
Kirkmaiden - - - F.C.	- - -	- - -	1 12 6	87 0 0	- -	63 0 0
Labrax - - - - G.A.	90 0 0	Jan. 24, 1846				
Leswalt - - - - F.C.	- - -	- - -	- - -	111 19 2	- -	15 0 0
Portpatrick - - - F.C.	- - -	- - -	- - -	18 15 0		
Sorbie - - - - F.C.	- - -	- - -	1 0 4	73 1 8	- -	18 6 8
Stranraer - - - - F.C.	138 15 0	Apr. 5, 1852	5 7 8½			
Stranraer - - - - G.A.	465 0 0	Feb. 15, 1845	- - -	100 10 0	- -	184 9 2

REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools, the* Rev. F. C. COOK, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* MIDDLESEX, HERTFORD, BEDFORD, *and* BUCKINGHAM.

MY LORDS, 10 January 1855.

THE following summaries present in a compact form the general results of inspection in my district during the year that ended on the 31st of August last. Summaries of tabulated reports.

SUMMARY A.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
186	142	130	101	31	48,309	36,504	38,074	223	640

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
1·07	1·39	2·86	7·9	15·83	18·02	17·02	14·79	10·36	6·3	3·1	1·36

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
40·55	22·6	13·33	8·39	4·87	4·26

* At the date of closing these Summaries.

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of 176* of the Schools enumerated in Summary A.					Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
3,456 1 0	22,207 8 5¾	12,155 14 10	6,731 4 9½	44,550 9 1	1 4 8½

Aggregate *Annual Expenditure*, as stated by Managers, of 176* of the Schools enumerated in Summary A.				Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
21,667 1 2	3,333 15 8	17,024 8 3	45,025 5 1	1 4 8¾	36,390

The principal part of this work was done by my colleague, the Rev. J. G. C. Fussell. Owing, however, to illness and other circumstances, Mr. Fussell was not able to give more than 144½ days to this part of his duties, in which he examined 236 schools, containing 21,379 children. My own engagements left me only 68 days for the inspection of elementary schools; in that time, I was able to inspect 117 schools with 14,217 children. The remaining 41 schools, with 2,178 children, were inspected by Her Majesty's Assistant Inspector of Schools, the Rev H. W. Howard, by whose assistance the inspection of my district, which has since been divided, was completed up to last Midsummer. The counties of Bedford, Buckingham, and Hertford are now assigned to the Rev. D. J. Stewart, and for the future I and Mr. Fussell will be exclusively engaged in inspecting schools in Middlesex. At present all the most important National and parochial schools of the metropolis, with exceedingly few exceptions, are under inspection, and the applications have become more numerous every year. This increase proves clearly the adaptation of the existing system of inspection and annual grants to the wants of the Metropolitan district. At the same time it is evident, that the utmost exertions of Mr. Fussell, with that limited assistance which my other professional occupations permit me to give, will barely enable him to visit all the schools at present under inspection within the year. I, therefore, take this opportunity of inviting the attention of school managers to the fact that occasional delays must occur in the inspection of their schools, and less time than they may con-

District of inspection reduced to county of Middlesex

* The number of Schools inspected during the year was 186; but from 10 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

sider requisite must sometimes be bestowed upon the examination of the children. It will be observed that I examined, upon an average more than 200 children daily, while engaged in the inspection of elementary schools last year; nor were the labours of my colleague, who visited many schools in the agricultural parishes, less arduous.

Accommodation and attendance.

The first point to which these tables call attention touches the number of children in the 404 schools which were actually inspected. There was accommodation in them for 48,093; 36,504 was the average attendance; the numbers actually present being, 38,074. The results have been uniform in character for several years, and they are important for reasons which I have previously stated, and may here briefly repeat. In the first place, the fact that there is still room for 10,000 children might lead to the inference that the pressure upon schools on the part of parents is not so great as might be anticipated, taking into consideration the number of children in each educational district. This inference, however, cannot be implicitly relied upon, inasmuch as the returns include 100 infant schools, which are generally, and ought always to be, large enough to allow much space for exercise; and also a certain proportion of bad schools, which, of course, are but thinly attended. I can certify, from my own acquaintance with the circumstances of the best schools in London, that the demands for admission in them far exceed the accommodation. The numbers actually received are generally more than can be properly accommodated, and some schools, where the managers have been anxious to bring large numbers under instruction rather than to maintain a high standard of education, are crowded to excess. In more than one instance I have very reluctantly felt it my duty to make an official representation upon the subject, and to insist upon the reduction of the numbers admitted, in justice to the masters, pupil-teachers, and children.

New schools wanted.

I have not the least hesitation in saying, that new schools are now wanted in every part of the metropolis; nor in asserting, that they will be speedily filled when organized and conducted upon principles that will secure the confidence of parents. And I feel bound once more to state my conviction, that this want cannot be supplied unless some powerful influence be brought to bear upon the owners of property in London. There may be difficulty in raising funds, but that difficulty, in nine cases out of ten, is overcome by the exertions of the friends of education. The costliness of the school-buildings lately erected, and the liberal salaries paid to the teachers, prove that expense is willingly incurred, and means

readily supplied, even in poor districts, for the erection and maintenance of schools.

Difficulty of procuring sites.

The one great difficulty in London is the site. Property is so tied up by settlements, leases, undertenantships, and legal engagements on the one hand; and on the other, the great proprietors, or the agents by whom they are represented, are so unwilling to grant land for school purposes, or to sell it even at exorbitant prices, in the densely populated neighbourhoods where schools are most needed, that school-managers, having collected large funds, wait for years without being able to apply them to the relief of the most urgent wants. I am quite hopeless of the effect of public opinion in this matter; partly because the obstacles are not always such as can be removed by the will of individuals, and partly because self-interest has hitherto been too often more powerful than any other motive upon the managers of property. There appear to be but two alternatives, either an interference of the legislature, compelling the cession of sites on reasonable terms, where the necessity is proved, an interference which is, perhaps, scarcely to be expected, however consistent it may be with the rights and duties of Government, and with the practice of the legislature in other matters of public interest or convenience; or, secondly, considerable relaxation of the terms on which pecuniary assistance is granted for the establishment of schools. I believe that a great impulse would be given at once to the cause of education in this district, if managers were apprised that they could hope for a grant to pay the expenses of a lease, or part of the annual rent of a house, together with all requisite apparatus, provided that the arrangement of the school-rooms, and the organization of the schools, were fully approved by your Lordships. I feel that I may be excused for submitting this matter once more for your consideration. This year I have had it brought under my notice repeatedly. The supporters of education of the largest parishes in the metropolis are unable to extend their operations simply for this reason. This is the case in Marylebone, St. George's Hanover Square, and St. Pancras; in which parishes schools lately built have been cramped for want of space, while large districts are left with scarcely any means of instruction, save those supplied in the miserable private schools, which bear so unseemly a proportion to well-organized institutions conducted by responsible and efficient teachers.

Certificated teachers and pupil-teachers.

The progress of education is attested by the great increase in the number of certificated teachers and apprentices.

	Certificated teachers.	Pupil-teachers.
In 1850 there were	61	—
1851 „	72	416
1852 „	111	408
1853 „	125	370
1854 „	173	475
1855 „	223	640

The subjoined table shows the average salaries of the teachers:—

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
	£ s. d.		
SCHOOLMASTERS — Certificated	99 19 6	121	70
SCHOOLMASTERS — Uncertificated	82 17 1	35	28
SCHOOLMISTRESSES — Certificated	67 9 5	90	52
SCHOOLMISTRESSES — Uncertificated	44 16 1	50	38
INFANTS' SCHOOLMISTRESSES — Certificated	65 8 1	12	7
INFANTS' SCHOOLMISTRESSES — Uncertificated	39 11 0	70	40

Salaries of teachers, certificated and uncertificated.

The difference between the salaries of certificated and uncertificated masters is less than might be anticipated. It scarcely exceeds 17*l.*, being less, in point of fact, than the amount paid by the Government on the certificate. This may partly be accounted for, inasmuch as nearly all the uncertificated teachers in boys' schools are persons who have been many years in the same situations. Their salary has long since reached the maximum; it being a general and reasonable plan to raise the payment of the master in proportion to the length of his service. This I know to be the case in some large parochial schools conducted by masters who have held their appointments from twenty to thirty years. It should also be borne in mind that, on the old National school system, one master was expected to teach and manage any number of children that could be collected in a single room, and that, without any assistants, excepting young monitors either unpaid or receiving a merely nominal remuneration. This was all but universally the case when I first began to inspect the schools in London. The expenses of such schools were, of course, inconsiderable, and were nearly defrayed by the weekly payments of the children. But, as might be expected when so much responsibility and so fearful a pressure was laid upon

one master, the average salary was necessarily a large one. Nor should it be forgotten that teachers had then no assistance from Government, nor any hope of maintenance on the failure of health and strength. The uncertificated masters, who have been engaged since the present system came fully in operation, receive much smaller salaries; and, indeed, are very seldom engaged, excepting as assistant masters, or when the managers are unable to find certificated teachers, or, as sometimes happens, are indifferent about the progress of education. The real question of importance in this matter is whether the average salaries of certificated teachers are sufficient, taking into consideration their attainments, the work they have to do, and their legitimate wants. And here it must be borne in mind that the average salary does not fully represent the prospects of a certificated teacher. It is materially affected by the circumstance that the statement includes several assistant teachers, young men who have just left the training colleges and are acquiring, under the guidance of experienced masters, that practical knowledge of school-keeping which even the most perfect training cannot always supply. It includes also some schools in very poor parishes where the managers have only been able to secure the services of young teachers with very low certificates. As a general statement it may be assumed that a young man begins with a salary and emoluments amounting to 70*l.* or 80*l.*, and by the age of forty is in the clear receipt of some 150*l.* The value of some situations in my district amounts nearly to 200*l.* per annum, with a comfortable house. I certainly consider that certificated teachers have very just grounds for complaint when managers reduce their salaries in consideration of the Government allowance. This is sometimes done, and can only be prevented, within certain limits, by official regulations. I trust that the time is coming when the social and financial position of schoolmasters will be such as will satisfy their reasonable expectations. Of this I have no doubt, that their labours are more highly appreciated than ever, and that their claims are recognized most fully and willingly by those who are most competent to judge the earnestness and the results of their exertions.

Schoolmistresses.

There is a very marked difference between the male and female teachers in this district. A mistress, of course, does not require so large an income as a master. A master's income ought to be one that will enable him to support a wife and family; whereas the mistress is either unmarried, or if married, ought naturally to be maintained by her husband. This table and the returns upon which it is based prove that an efficient and experienced schoolmistress, employed in

the Metropolitan district, may expect to receive from 70*l.* to 80*l.* per annum, together with a house. I may add from my personal knowledge that the position of a school-mistress is, in other respects, a desirable one. She is always treated with courtesy, and, generally, with great kindness and consideration by the school managers; and, when attached to her children and pupil-teachers, finds her duties, though arduous, yet full of satisfaction.

Untrained school-mistresses.

The situation of uncertificated schoolmistresses is one of great difficulty and discouragement. They are not only badly paid, but they have little hope of improvement, unless they obtain a certificate by exertions scarcely compatible with the discharge of their ordinary duties. I am, moreover, convinced that one tendency of the present system, which is likely, if unchecked, to produce most unsatisfactory results, prevails to a greater extent among the female than among the male teachers. While managers are generally unwilling to engage an untrained master, very many are quite indifferent about the attainments or mental qualifications of mistresses. The consequence is that girls, from eighteen to twenty years of age, are placed in charge of schools, and pass at once from the stage of apprenticeship to that of teachers. The inducements, on both sides, are obvious; the salary, though very small for the managers to pay, appears considerable to young persons, who can have had very little money at their own disposal previously. They look forward, with the natural presumption of youth, to success in some future examination, and, in the meantime, waste the best years of their lives in contending with difficulties which would tax the utmost energies of experienced teachers, and which they are wholly unqualified to meet. I am clearly of opinion that no pupil-teacher should be recognized as a fit person to take charge of an elementary school receiving annual grants without passing at least one year in a training school. It would be far more advantageous to them if success at the first examination to which they are admitted entitled them, not to annual payments, or to the charge of pupil-teachers, but to the advantages of a first-class scholarship in those institutions. The case of infant school teachers is somewhat different. Much has been done to encourage and remunerate those who are persons of superior ability and attainments; and there will always be a demand for others as teachers or assistants in preparatory schools.

Pupil-teachers.

The number of pupil-teachers has considerably increased. At the present rate (allowing for failures from ill-health and other causes about 100 will terminate their apprenticeship annually. Of these a large proportion, not less than two-

thirds, will probably become teachers. Those who are qualified to pass the examination will find no difficulty in completing their professional education, there being still much spare room in male and female training schools. I do not think there will be any scarcity of situations afterwards. It is possible that the schools in London may not require so many in future but even in this district some years will elapse before the supply is equal to the demand, and in the meantime it may be hoped that statistics will be collected showing what number of school-teachers of both sexes may be calculated as adequate to meet the wants of the population. I am informed that the kingdom of Hanover, of which the population is nearly the same as that of Middlesex, finds five training schools, with some 200 to 300 students, barely sufficient to supply the elementary schools. We should not be justified in inferring that the same proportion is wanted in this country, since the schools in Germany provide education for large masses, both above and below those for whom our national schools are intended, not to speak of the effects of compulsory attendance and the extension of school age from 11 to 14 years. But it agrees with other facts which lead to the conclusion that if the progress of education in this country continues to advance at its present rate we shall not find the increasing number of pupil-teachers more than sufficient to meet the increasing demand. I have so frequently stated my opinions as to the advantages and efficiency of the present system of apprenticeship, that I should scarcely venture to make any further observations upon the subject were it not that some persons, whose experience entitles them to every attention, and for whose judgment I have much respect, have lately expressed some apprehensions, which I do not share, and hope in some measure to remove. It is stated that the pupil-teachers lately apprenticed are taken from a lower grade of society, and have less general cultivation than formerly, and that in consequence they are lowering the standard hitherto maintained in training schools.

Female pupil-teachers.

In the first place, I can assert, on the best authority, that this is not the case with the female pupil-teachers. The principal officers of all those training schools for mistresses, which have been under the same superintendence since the commencement of the present system, inform me that the Queen's scholars are better trained, better instructed, and have more gentle and cultivated manners than in former years, and that there is no indication of their having been brought up in less respectable homes. This entirely coincides with my own observations.

Male pupil-teachers.

With regard to the boys' schools, I have not the same means of ascertaining the opinions of managers of training schools; I can only speak of my own district. So far I can speak with some confidence, and I certainly think there is truth in the remark that the *male apprentices*, in many instances, belong to poorer families than formerly. On the one hand, the sons of respectable artizans or small tradesmen generally obtain situations at a very early age, and they have not the same vague expectations of Government patronage which at first certainly induced several to seek apprenticeship; on the other hand, poor parents have generally been struck by the success of pupils who, after passing through their time and receiving payments regularly, have been maintained at a training school, and afterwards placed in situations undoubtedly far more lucrative and honourable than any which they could hope to procure for their sons. I know that upon each of these points there formerly existed a strong feeling of distrust among the friends of poor youths, and consequently that many promising lads were prevented by their parents from availing themselves of the great advantages offered to them. These two circumstances conjointly have certainly made a considerable change in the state of the male pupil-teachers in my district. But I do not regret the change. The boys who were induced to become pupil-teachers under the notion that they might obtain prizes in the public service are not likely to settle soberly and resolutely to a profession that above all others requires self-denial, moderation, and entire devotion to one special work. If many youths have sought situations as clerks, &c., at the end of their apprenticeship, or used the training schools merely as places for personal improvement, and as a step towards a higher professional career, I attribute the result, so far as it extends, mainly to this cause. It should be remembered that just so far as boys of a superior station were apprenticed, just to that extent the classes for whose especial benefit the system was introduced were displaced. It was always intended that each pupil-teacher should act upon his family as well as upon his school; that the payments should be a real benefit to the parents (not, as sometimes in the case of respectable artizans, accepted with dissatisfaction as inadequate for the maintenance of a well-dressed youth), and that the situation of pupil-teacher should be one that every good boy would desire for himself, and every good parent wish for his child. Again, I believe that the poor parents who have lately opened their eyes fully to the benefits placed within their reach are the most respectable of their class; and that when due care is taken by the

managers, and especially by the clergy (who have peculiar means of ascertaining the characters and habits of both children and parents) good, well-principled, and right-minded apprentices are to be found, whose sympathies will be with the class to which they belong and which they will have to educate, and whose hopes and expectations will be satisfied by the very honourable and not ill-paid situations which they are sure to obtain. With regard to the attainments of these boys, I have not remarked any falling off in the annual examinations, and feel much less difficulty than formerly in dealing with incompetent candidates, whom I reject without hesitation, knowing that in good schools their places are speedily supplied.

Treatment of pupil-teachers—

I proceed to some other questions of the deepest importance in reference to the general condition of pupil-teachers.

1. By managers.

In the great majority of cases the pupil-teachers receive proper instruction, and are treated with fairness by school managers. There are, however, exceptions; indeed, so many, as to have forced upon me the conviction that regulations of a more stringent character may possibly be required. In some few cases, the managers have dismissed pupil-teachers in a very summary manner, and, as I have reason to believe, in more than one instance without sufficient cause. The only check upon such injustice is the fear that annual grants may be withheld, that is, that the organization upon which the efficiency of the school depends may be broken up, and elementary education virtually brought to a stand-still. This fear acts only upon those who really care for education, and is inoperative in the worst cases. I think, that in the case of church schools, an appeal should be made to the bishop of the diocese, especially if the disturbance of the contract is said to originate with the clergyman.

2. By school teachers.

The school teachers do not always give the instruction for which they are paid to their apprentices. This is so frequently the case, when teachers have given or received notice to quit, that it is become a most grave and, I am sorry to say, an increasing evil. It is not unusual to find that managers decline to certify that masters, who have left the school, have during the last few months discharged their duty to the apprentices. It is still more common to hear complaints from the pupil-teachers, at the time of the examination, or afterwards, that the late masters have neglected to prepare them. I fear also, from circumstances that have been brought under my notice lately, that such neglect is far more common than inspectors can ascertain *officially*. A severe penalty ought to be inflicted for conduct so grossly

dishonest, and so cruel to the apprentices. It is not sufficient to stop the payments of the teachers; their names ought to be publicly struck off from the list of certificated teachers. In cases where there is any doubt—and I fear that even where there can be little moral doubt, such evidence as would justify the full penalty will not always be forthcoming—a strong warning addressed to the managers, both of the school which the teacher has left and that to which he is transferred, would have a powerful effect, either preventing the recurrence of the crime, or securing its punishment if repeated. The instruction is not always given regularly, or at proper times; this too I have ascertained, though not in such a manner as to be able to deal with the matter *officially*. In the answers to papers on school management, it is frequently stated by students at the training schools, that they used to receive lessons immediately after school hours, when they were too much fatigued in mind and body to derive any benefit from them. It is also stated, that some teachers give two or three hours, or more, on one or two days of the week, in place of the one and a half hours daily, which they *certify* that they have bestowed upon the instruction of their apprentices throughout the year. I have no doubt that both these statements are correct, and that they apply to a large number of schools. The certificate of the school teachers is generally countersigned bythe managers. I have reason to believe that this signature is sometimes understood to mean only that the managers have confidence in the statement made by the teacher. It ought to mean more: it ought to mean that they have ascertained by frequent visits during the lessons, or by sufficient evidence from the pupil-teachers, that the hour and a half daily have been actually devoted to this duty. The statement of the managers is often made in a modified form, in which case it has not much value unless borne out by the proficiency of the pupil-teachers in the subjects of examination. There can be no absolute remedy for such an evil. If a man will not do his duty he cannot be made to do it; some delinquents will always escape punishment. Men whose abilities and energies are considerable, while their moral principles are defective, will find no great difficulty in evading rules and eluding detection. But something may be done, and I think ought to be done; the teacher should send in, with the Form X., a written statement of the number of hours in each month, and of the time of day, which have been given to this part of his work. There might also be required from each apprentice a statement of the lessons which he has received, and of the hours at which he received them at different seasons of the

year. And these should be countersigned by the managers, with a distinct notification of the sense in which their signature is to be understood. If it is not considered necessary or expedient that such regulations should be enforced by Government, I take this opportunity of urging the matter upon school managers throughout the country, and of assuring them that it deserves their most serious attention.

The employment of pupil-teachers in schools requires special care. In some cases they are overworked; too large a proportion of lessons requiring more knowledge and experience than they possess, is sometimes assigned to them; in other cases they are treated too much as mere mechanical helps. But upon the whole, I have more to approve than to blame; and I am satisfied that any competent judge who may visit the best schools in London, will be struck by the efficiency of the pupil-teachers, especially in the conduct of those lessons which were formerly most unsatisfactory in our elementary schools. I would especially mention the reading, writing from copies and dictation, arithmetic, and geography. On the other hand, lessons on the Holy Scriptures, moral duties, the elements of physical science, are sometimes attempted, but rarely with success. Such lessons, and especially those on the Holy Scriptures, ought to be given by the master and mistress, excepting in the case of some few elder pupil-teachers who have shown special ability, and have been carefully trained for this delicate and most important work.

I have already alluded to the instruction of the pupil-teachers, but think it not unnecessary to repeat, that while their progress in arithmetic, geometry, geography, and general information is not less than might have reasonably been expected, their knowledge of the laws of the English language, and still more their practical ability to speak and to write correctly, is generally unsatisfactory; the reasons are obvious, and have been frequently noticed. The best remedies will be to make them read more books written in a good style, to require written and oral accounts of the subject matter of those books, and to insist upon their committing large portions of good prose and good poetry to memory. The neglect of this last exercise is most remarkable; it may be accounted for by the reaction from a merely mechanical system. At present it is generally admitted, that both as an exercise of the memory, and a means of filling the mind with useful knowledge, and elevating the character by noble thoughts, the system of learning passages from our best authors at school ought to be introduced to a considerable extent. The religious knowledge of the pupil-teachers is generally satisfactory. There is, how-

ever, so great a disparity between different schools, and owing to the want of a mutual understanding between teachers, so great a difficulty in adjusting the annual examinations to the reading of the apprentices, and therefore in ascertaining their progress or deficiencies, that I am now disposed to recommend the adoption of a general and specific course of instruction in Holy Scriptures, and in the formularies of our Church. It is my intention to bring this subject under the consideration of school managers in the course of the ensuing year.

Present condition of schools as regards children's attendance, age, &c.

I proceed to consider the condition of the schools. Comparing the tables which state the per-centage of children on the school registers, with reference to their age and the time they have been in school, with those of preceding years, I find that,

In 1851, the per-centage of children above twelve years old was	-		11·28
1852,	„	„	- 13·43
1853,	„	„	- 18·85
1854,	„	„	- 7·02
1855,	„	„	- 10·76

It must be observed that this statement takes the infant schools into account. Of these, 101 were inspected last year, being one-fourth of the entire number of schools on which the calculation is based. In looking closely into this question, which is of the very deepest import with regard to the state of education, I have seen reason to believe that the sudden, and to me very unexpected decrease in the age of children, recorded in the tables for 1854, was in great part to be attributed to the circumstance that a much larger proportion of infant schools was inspected in that year than in those immediately preceding. Supposing that all children remained in school until they were fourteen years, with an allowance of one-twentieth for deaths, accidents, &c., and, taking the age of four as the mean term for their admission into the infant school, the number of children between twelve and fourteen at any given time in school would not exceed 20 per cent. At present it nearly reaches 11 per cent. This result is less unsatisfactory than I should have expected. But, as is not unfrequently the case, even when statistical tables are fully to be depended upon, many circumstances must be taken into consideration in order to deduce a practical inference of any value. Nearly all the children in these schools, who are thirteen years old and upwards, belong to the families of tradesmen, skilled artizans, and other persons in the receipt of fair incomes. From Summary D. it appears that the proportion of those who pay 3*d.* and upwards weekly is 15·67 per cent., exceeding by one-half the proportion of those who are above twelve years old. I repeat the statement which I

have made so frequently, and in which all my colleagues concur, that the children of agricultural labourers are universally withdrawn from school before they are eleven years old, and the children of working men in town very rarely remain till they are twelve years old. This fact is the more striking when contrasted with the agricultural and manufacturing districts in Switzerland and Germany. Laws passed, with full consent of free communities, compel the attendance of each child until fourteen years of age, excepting when the plea of poverty, implying such destitution as would apply only to ragged-school children, is admitted. In that case the expense of teaching is defrayed by the state, and regular attendance during a part of the day is enforced until twelve years of age. The improvements in education draw many boys and girls into our National schools, who were formerly in private schools. But they have little, perhaps not any appreciable effect in *retaining* the children of mechanics and labourers, who are removed simply because their labour is remunerative at an early age, and in towns especially more remunerative in exact proportion to that improvement in their personal habits, intelligence, ability, and moral principles, which is the result of good education. Again, on comparing the tables for the last three years, which state the per-centage of children who have remained in the same school for different periods, I find the following result:—

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five and over.
1853 - -	38·58	25·34	15·56	10·32	5·36	4·84
1854 - -	33·23	40·05	11·25	7·04	3·94	3·09
1855 - -	46·55	22·6	13·33	8·39	4·87	4·26

From this it appears that the fluctuations have been greater in this last year than in the two preceding years. It is to be observed, however, that the proportion of those who have attended for periods varying from two to five or six years, has undergone no material change. This is satisfactory. It shows that the returns can be depended upon, and that, out of some 40,000 children in these tables, about 12,000 have been under instruction in the same school from two to six years. It should, however, be borne in mind that this does not fully represent the extent to which the children in these schools have had the benefit of instruction. In several schools I have analysed the facts that could be made out concerning the children admitted within the last year; and I have ascertained that, with very few exceptions, all those who were above eight

years of age had previously been in other schools, and that they were distributed through the different classes to a greater extent even than I had anticipated. Moreover, a very fair proportion had been transferred from the infant schools belonging to the same parish. I have no doubt that the following statement is substantially correct as far as London is concerned, although I cannot sustain it by detailed statistics, and am also convinced that no *exhaustive* statistics could be procured. In a school of 200 boys, about eighty may have entered within the year. Of these thirty would have been prepared for two or three years in the infant school; twenty more would have been transferred from other schools, and of the remaining thirty, more than half would be between seven and eight years old. The other fifteen would represent that portion of the very lowest class which enters our National schools under the influence of district visitors, the clergy, &c. They are either raised to the general standard of cultivation in the school or speedily disappear, shrinking from the contact of orderly and clean children, or dismissed for habits which cannot be tolerated without endangering the moral character of the whole school.

General efficiency of present National schools considered.

I shall have occasion to revert to the foregoing points. My opinion is, that our National schools are no longer adapted for the instruction, much less for the reformation, of the "Arab" population of the metropolis,—who require an entirely distinct mode of treatment;—but that they do afford a very practical and well-systematized education to a class which peculiarly deserves sympathy and assistance,—the hard working and respectable artizans, whose decent habits, sobriety, and self-denial enable them to pay a small weekly fee, and to keep their children clean and decently attired until they are old enough to earn a livelihood. In my last report I considered the question whether the education given in these schools is really practical—whether, upon the whole, it answers the purposes which it has in view. I see no reason to retract or modify the strong opinion I then expressed, that, while the system is susceptible of great improvement in detail, and is in fact receiving such improvements every year,—as might be expected, considering the vast amount of ability brought to bear upon the training of teachers and the organization of schools,—still it is based on sound principles, and is effecting an amount of good which, though not fully recognized by the organs of public opinion, is appreciated by the classes for whose benefit it was instituted, and is rapidly producing deep and abiding results in ameliorating the moral character and elevating the mental

condition of the labouring population. I hear many objections urged against the extent of instruction given in our schools, and its unsuitableness to the wants of the children, but I do not find that the persons who make them are generally disposed to omit any of them in the schools under their management; nor is it difficult to show that, notwithstanding the defects originating in want of judgment on the part of teachers, each particular subject is really essential to the cultivation of mind and preparation for the duties of life, which are the objects of all education. To read well and intelligently, to write a good hand, and to express simple thoughts in simple and correct language, to keep accounts and to calculate rapidly and correctly, to have a general acquaintance with the world which the child inhabits, with the leading facts in the history of his own country, with the circumstances on which the general prosperity of the land and of persons belonging to his own class in particular, depends, and as the foundation of all other knowledge and training to have an intelligent and well digested acquaintance with the Holy Scriptures — these are the only objects aimed at by the superintendents and agents of national education. If any other subjects are nominally introduced they are valued only as auxiliary to these. Our best reading-books contain nearly all that is so properly insisted upon under the name of "common things," and many of our teachers are taking pains to apply the elementary principles of natural science to the elucidation of common phenomena, and of the mechanical powers and instruments which are likely to be used by their pupils. Much of course remains to be done in this, as in every other subject, and any encouragement and assistance that can be given will be most welcome; but common justice ought to be done to the exertions already made.

Comparison between elementary education in this country and that on the Continent:— Boys' schools.

I have taken some pains to compare the education in our National schools with that given to the same class of children on the Continent. I have little doubt that the following statement is substantially correct. At the age of eleven a boy educated in a good National school here is equal to any German boy of the same age in general information. But with this difference—the information of the German is more systematic. The classes through which he has passed have in most cases been organized on one uniform plan. He has not wasted time by studying some half-dozen grammars, different systems of writing, geography, &c., but knows a few text-books, about which neither he nor the master entertains any doubts, and knows them thoroughly. I regret very much the

want of such uniformity, or at any rate of an approximation to it in our schools, and the more so because I fear that it depends upon circumstances and peculiarities in our national habits and character not likely to be changed. On the other hand the English boy at the same age who has been educated in a good school is more intelligent, active, and energetic than the German, and his knowledge is equally extensive and more available. It is my impression that he reads more fluently, writes more rapidly and correctly, is a better arithmetician, and possesses far more knowledge of Holy Scripture. Here, however, the parallel ends, for the German and Swiss boys are just beginning their real education when the English boy is ending his. At eleven the latter is working in the fields, in the workshop, or running about on errands; whereas the former leaves school, at the age of fourteen, as a well-instructed youth, with habits not likely to be speedily changed. I turn to the girls' schools. Here we have very much the advantage over all that I have seen or heard of in other countries. Whether we consider the moral and religious training, the industrial instruction, the discipline, or the general education of girls, in each of these points, I do not hesitate to express my conviction that the best schools in London are superior to the best on the Continent. I attribute this to various circumstances. In the first place, our schoolmistresses are persons whose character and personal habits raise them above the highest standard aimed at elsewhere. I look through the list of schools in my district, and one by one I am reminded how much has been effected by the example and influence of the schoolmistress. Many of the mistresses have remained for years in the same situation. Thus, at Hornsey, Fulham, Trinity Chelsea, St. John's Wood, and Eastern Marylebone, I have found the same teachers doing their work with the same unvarying diligence, and the same beneficial effects upon the character as well as intelligence of their pupils, during the whole twelve years since I first visited the schools of this district. Many again have passed through all the stages of school girl, pupil-teacher, Queen's scholar, and schoolmistress, under my yearly observation, and are now conducting large schools with a power and steadiness scarcely to be expected, and exercising all that influence which superior attainments, thorough practical knowledge of professional duties, and exemplary moral character can alone secure. There are, indeed, many degrees in the efficiency of these teachers. Occasionally I meet with young women who are deficient in the powers of teaching, and more frequently in that of managing girls. Some few give way to the love of

Girls' schools

dress, or fail from want of patience and earnestness in their vocation. But, as a class, the schoolmistresses are all that I have described. They have completely removed any doubts that might be entertained as to the expediency of employing female teachers; in fact, although I have many good schoolmasters in my district, yet the number of girls' schools in a satisfactory state, as regards discipline and instruction, exceeds that of boys'. In the next place, girls' schools are generally the object of special care and regular superintendence on the part of ladies, whose influence, *when exerted in harmony with that of the schoolmistress*, is peculiarly beneficial. This is, indeed, the case in nearly all those schools which I should select as deserving special commendation for the proficiency of the girls in all branches of instruction, and for the excellency of the moral and religious discipline.

Our mixed schools.

Lastly, I attribute the superiority to the fact that our girls are not mixed with the boys. Under certain circumstances such a mixture may be necessary. It is possible that in some institutions the supervision and organization of the schools may be such as to obviate all objections to the system; indeed, I doubt not that some peculiar advantages are attained, especially for the boys, when it is adopted and carefully watched. But, as a general system, it lowers the tone of female character. Girls do not acquire the modest, neat, and feminine habits that are peculiarly their ornament and defence, when they are not exclusively under the management of women. Even their instruction is, and ought to be, distinct from that fitted for boys from the age of ten, if not earlier. They need such advice, watching, and information as cannot be given in a mixed school, and cannot even be attempted by the best master. The teachers of mixed schools are generally women, and this I believe to be the best plan for agricultural parishes, unless the funds are sufficient to pay a master and his wife; in which case, the former may conduct most of the lessons with perfect safety, provided that the wife really and effectively looks after the habits, manners, and principles of the girls. But no system can produce anything of the kind comparable to a good girls' school, conducted by such a mistress, and under such superintendence as I have described. Whatever changes may hereafter be proposed, I trust that none may ever be carried out that will affect this part of our national system of education.*

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* I have discussed the subject of industrial training in connexion with elementary schools in my Report on the Training Institutions.

Considerations of great importance are suggested by the following summary :— Children's payments.

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
143	39,089	32·15	52·18	8·76	3·37	3·54

It seems to bear out several remarks that I have made in former reports, and to which I have alluded in the preceding pages.

1. The proportion of children paying 2*d.* weekly considerably exceeds that of those who pay 1*d.*, while those who are admitted free of all expense are too few to be taken into account. There is, moreover, a continual tendency to raise the school fees. The managers find that the exaction of a larger school fee improves the character of the school, and in nine cases out of ten *increases the number of applications for admission.* Those rules which affect the discipline of schools, punctual and regular attendance, decent and orderly habits, are carried into effect with far less difficulty when the payment exceeds 2*d.* per child than when the fee is merely nominal. In free schools I generally hear, from the school managers and teachers, bitter complaints about the indifference of parents, the disorderly habits of the children while at school, and their frequent absence without notice or permission. Parents who can afford to pay (and very few persons of industrious and temperate habits find the school fee at all burdensome) very much prefer paying. It relieves them from the feeling that they are receiving alms,—it increases their confidence in the efficiency of the instruction,—it induces them to watch the progress of their children with more than usual attention, and identifies their interest with that of the school. These facts, tested by repeated experiments in all parts of England, should not be lost sight of in any general scheme of national education.

2. This summary, moreover, indicates two facts of primary importance, but of an unsatisfactory character; facts, moreover, too certainly established by other evidence to need the corroboration of statistical returns, which might be questioned as drawn only from a small portion of the National schools of a single district.

The first fact is this; that our National schools do not supply the wants of a class which peculiarly needs assistance, and Want of schools adapted to

class of small tradesmen and artizans.

deserves consideration. The small tradesmen and skilled artizans are in most districts far worse off in regard to schools than their poorer and, perhaps, less industrious neighbours. One of the most urgent wants of the present day is that of day-schools, conducted by well-trained masters, organized on a good system, and under such external superintendence as will afford a guarantee to parents of the general efficiency of the instruction. The want is now but partially met, either by admission of some children for a higher fee than the average, or by the establishment of a separate school with an uniform rate of payment from 4*d.* to 8*d.* weekly. From the above summary it appears that both expedients together, at present, provide for the instruction of about 6,000 children in this district. From my own knowledge of London I can assert that very few schools of either kind exist that are not under inspection. The return represents pretty nearly all that is done by public schools, and certainly all the assistance given by the state for the education of this most deserving, and, in every point of view, social, political, and religious, most important class. It has been brought under my notice officially that persons of this class feel very painfully the great disadvantages under which they labour in providing for the education of their children. Nor is it a sufficient answer to say that, if the National school supplies a better education than the private schools in their neighbourhood, they ought to send their children to the former. The feeling is not a wrong one that makes them shrink from the appearance of partaking the benefits of eleemosynary contributions. The practical remedies for this evil are obvious, and do not present any great difficulty. In small parishes, or even in larger parishes where only one set of efficient schools can be maintained, the mixture of classes paying different fees should be permitted, but not without a very careful attention to the obvious tendencies of such a system. Of these I have spoken at some length in previous reports. Far more satisfactory in every point of view is the establishment of separate schools, more or less closely connected with those already in existence. A slight extension and modification of existing regulations would probably suffice in a few years to supply the want, and I venture to submit the following plan to your Lordships' consideration. Grants for building, augmentation of salary, and pupil-teachers might be made for schools in which the payments range from 4*d.* to 1*s.* 6*d.* per week, on these conditions:—

a. That a fixed number of children should be admitted from elementary schools after examination, either gratuitously or for a very low payment. This would connect the school with

the present system, and bring its influence to bear upon the general improvement of elementary education.

b. That the course of instruction should be thoroughly practical, including, especially, all subjects connected with the business of mechanics and tradesmen. The German Real-Schule, that is a school for teaching the use and philosophy of common things, would supply valuable suggestions. My late colleague, the Rev. H. Moseley, has directed his attention specially to the subject, and would doubtless willingly undertake to make out detailed rules were this project entertained.

c. The payments for augmentation of salaries would be especially necessary in order to give due weight to the inspection. I would also recommend that in such schools the payments of pupil-teachers should be made conditional upon their receiving at least an equal amount from the school funds. The present rate of payment would not be sufficient to secure the services of the most intelligent pupils.

Want of special provision for educating destitute and vagabond classes.

Of not less importance is the second fact, which, as I before said, is indicated by this summary. Our National schools do not meet, and cannot be made to meet the wants of a still larger class, that of the destitute or profligate and vagabond poor. There is a large floating population in every great town, and especially in London, quite able to support themselves without parochial assistance, but utterly unfit to educate their children, or to be trusted with their management. They sometimes send their children to National schools, and, as I have reason to believe, about one-twentieth of the children in some large parishes may belong to this class. But they are out of their places there. They injure the character of a school by their direct influence upon their young associates, and still more by lowering the general tone of moral feeling and habits. They do not acquire what they want, either in the way of instruction or of discipline. In fact the National school system must either give up its special work of providing sound education for the children of the industrial classes, or eject all those whom it cannot reclaim. It does not lie within my special province to propose a plan for meeting what I feel to be a most urgent and imperative want. I allude to it chiefly as bearing upon charges often made against our day-schools, and in order to show that, if they do not meet this want, it is because they have other objects for which they were specially instituted, and for which, within certain limits, they do not inadequately provide. But the subject is one which no Christian can touch without feeling himself bound to state his opinions, if they are likely to have any practical effect.

Reformatory compared with

I venture, therefore, to say that, of the two ways in which the evil is met, ragged schools and reformatory institutions,

ragged schools.

the latter appears to be based on the sounder principles, and to be calculated to produce the more satisfactory results. I doubt not that the former are effecting much good, especially where due prominence is given to industrial training, and the great end of remoulding the character by the infusion of right motives, and the inculcation of orderly habits, is kept steadily in view. But the one great cause of misery and degradation is the influence of a bad home; and, unless the child can be withdrawn from it, no permanent benefit is to be expected from religious teaching or improvement of natural powers If the schools are rightly named, they are not intended even for the poorest children of decent parents. No persons of decent habits, in whatever depth of poverty they may be plunged, are ragged, or suffer their children to be ragged. Rags belong to vice, to drunkenness, profligacy, and idleness, and not to poverty. And ragged children need an entire change of moral atmosphere, to be reclaimed and saved from the inevitable result of such degradation. I cannot forbear from noticing one effect of ragged schools, which requires special attention. In more than one instance when a ragged school has been opened, about one-fourth of the children of the neighbouring National school has been immediately transferred to it by the parents, and that simply because they were no longer compelled to keep their children clean, and to observe regular hours. In one case, moreover, I was informed that several of the best children in the National school were induced, by a weekly payment of 4*d.* to 6*d.*, to become monitors in a ragged school. There can be no doubt that such a proceeding is quite contrary to the intention of the subscribers, as it is plainly subversive of all the principles and objects which they have in view.

Industrial schools.

It appears to me that some considerable changes are needed in order to give completeness and efficiency to the system of industrial day-schools, and to maintain the line of demarcation which ought to separate the children of profligates and criminals from those of the industrious poor. The schools under inspection, which combine industrial training with daily instruction are not open to these objections. At Highgate and Finchley, the object of the managers has been simply to train the usual attendants at the National school in those habits which will best adapt them to the discharge of their duties in after-life. And in this object there is every reason to hope that they will be successful. That their example is not more generally followed I attribute partly to the great expense of establishing and maintaining such institutions, and partly to a not unreasonable apprehension that the benefits of such training will not be sufficiently obvious to parents to induce them to keep their children in school after they have

attained the age of twelve years. For children under that age, I am convinced that the introduction of any manual labour into our schools is, not only incompatible with any system of elementary instruction, but, positively detrimental to the children.

I have the honor to be, &c.

F. C. Cook.

To the Right Honorable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools, the* Rev. H. W. BELLAIRS, M.A., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* GLOUCESTER, OXFORD, WARWICK, WORCESTER, HEREFORD, *and* MONMOUTH.

MY LORDS, January 1856.

THE number of schools inspected in this district during the past year, by my colleague, the Rev. J. W. D. Hernaman, and myself, has been 318, collected in 489 rooms. Of these,—

127	were	Boys' schools.
115	„	Girls' „
83	„	Infants' „
164	„	Mixed „
489		

In these schools there are,—

188 certificated teachers, and
446 pupil-teachers.

The numbers last year were,—

153 certificated teachers,
382 pupil-teachers.

Showing an increase of 35 certificated teachers and of 64 pupil-teachers. The number of children present at examination was 35,453. Of these schools I have little to observe beyond what was said last year, viz., that they are generally in as efficient condition as circumstances admit. The age at which the children leave school, and their irregularity of attendance, are still the great obstacles to success. For the first, I feel constrained to admit that I see no remedy but legislative enactment. The demand for juvenile labour is so great and so searching, pervading as it does all kinds of occupation,—needle making, pin, button, ribbon, nail making, mining, apple picking, potatoe gathering, crow "tenting," plough driving, boot, shoe, and knife cleaning, erranding, nursing, &c., that the difficulty of legislating upon it is doubtless very great; commerce, agriculture, the domestic comfort of persons with small incomes resident in towns, the provision of the necessaries of life to the poor, home supply, foreign competition, poor rates, &c., are all involved in the question. In this district alone, as was stated in my report two years ago, the probable earnings of children under fourteen years of age amounted to 500,000*l.* per annum. Nevertheless, if the welfare of a nation is really dependent upon the due moral and intel-

lectual culture of its inhabitants, if criminal statistics and skilful production be more or less affected by the proper training and teaching of the young, it must be admitted that the present state of things, where the young are removed from school almost in their childhood, is so unsatisfactory as to call for a remedy even at some considerable cost. By the "Printworks" Act it appears, as a general rule, that no child shall be employed in a printwork under eight years of age, and that every child above that age employed shall attend school 150 hours in each half year. Such regulations generally applied would go far to remedy some of our present difficulties.

SCHOOLS UNDER SIMPLE INSPECTION.

Of these I have again to report that they are generally inefficient. In most of them the teachers, from want of technical training, are unfit for their office. In others (a very limited number), where the teachers have natural gifts to a certain extent compensating for the absence of acquired skill, the schools are imperfect, from want of subordinate agents, and those incentives to improvement provided by your Lordships' Minutes. It may fairly be a subject of surprise, that the professed friends of elementary education exert themselves so little to reduce the number of these cases. A very little combination would, I conceive, relieve the country of, at all events, very many of them. I will assume that there are in a county 100 cases in which the managers employ uncertificated teachers, because they cannot raise sufficient funds to provide requisite salaries for certificated teachers; that 70 of these are schools with masters, 30 with mistresses; that the present average salary paid to teachers in these schools is 35*l.* per annum for masters, 25*l.* per annum for mistresses; that the salaries requisite for certificated teachers would be 50*l* per annum masters, and 40*l.* per annum mistresses. On this calculation these 100 schools would require 1,500*l.* per annum, or 15*l.* per school, to enable them to provide certificated teachers. To meet this deficiency, the promoters might claim your Lordships' grant of capitation fees at 6*s.* per head to boys and 5*s.* to girls who have attended 176 times in a year, in all places not corporate, and where the population is under 5,000. Supposing each of these schools to have 40 children attending the requisite number of days, the grant to the managers might be estimated at 10*l.* per annum, leaving still a deficit of 5*l.* per school, or 500*l.* for the whole. To meet this again, each certificated teacher would not only increase the number of children on the books and the ordinary attendance of his scholars, but introduce a class of children at higher school fees. These two items would, I conceive, more

than meet the above deficiency. Besides this, additional claims upon the Parliamentary grant might be made for pupil-teachers, augmentations of salaries, &c., in some such proportion as this :—

	£
150 pupil-teachers to the 100 schools, at 15*l.* per annum each	2,250
Instruction of them at 4*l.* 10*s.* each, on the average - -	675
Augmentation of 100 salaries, at 15*l.* each - - - -	1,500
	4,425
Capitation grants as above - - - - - - -	1,500
	5,925

These figures, I conceive, represent the very lowest amount which might be claimed from your Lordships for annual grants for this number of schools. If this be approximately correct, it shows clearly, I think, that the financial difficulties of removing these blots are neither insurmountable nor very arduous. If no other local machinery could be put into action in this matter, the present diocesan organization, would, I imagine, prove enough for the purpose. A bishop, convening his clergy and laity for the express purpose of co-operating with the Government in the promotion of elementary education, would, one cannot doubt, meet with a sufficient response. A body composed of the clergy and laity might very properly undertake the responsibility of securing the first outlay, and the necessary guarantees for future expenditure. The archdeacons, rural deans, and diocesan inspectors would ascertain the cases to which aid might properly be given, and, in conjunction with the incumbents of the particular places, draw upon the finance committee for the requisite aid. Once in receipt of your Lordships' annual grants, the schools would generally maintain efficiency, from the very nature of your Lordships' aid, each grant being conditional upon the comparative efficiency of the school. Supposing this to be done, there would still, no doubt, remain a large number of inefficient schools : into the question of dealing with these I will not now enter, but content myself with saying that the promotion of 100 schools in each of the six counties of my district from inefficiency to efficiency, would go so far towards the solution of the problem. Having thus touched upon the character of these schools which are not in receipt of annual grants, I think it but right to state, that finance is not the only, nor in fact the great difficulty in the matter. In this district, as I suppose in others, a large number of these schools are in localities where either there exists a general apathy in behalf of the education of the poor, or where the notions respecting it are mistaken and narrow. On this last point, it frequently happens that a pro-

prietor, entertaining an interest in the welfare of the labourers on his estate, establishes a school, and having done this resolves upon some arbitrary limit beyond which the studies of the children shall not proceed. With this view, he looks out for some respectable person, who, in addition to a good moral character, can read and write decently, and can teach, in what is called a simple way, the first rules of arithmetic. In some instances, his prejudices may be strong against the Committee of Council, in others against training colleges, certificates, pupil-teachers, &c.; in others against geography, grammar, English history, decimals, and the rule of three, with some or all of which he connects irreligion, disaffection, improper assumption in manners or in dress; and consequently declines to raise his school to that state of efficiency which your Lordships have determined to be the standard for the country and the condition of Parliamentary aid. Now, with every feeling of respect for the principles which induce such proprietors to interest themselves in the welfare of their dependants, I cannot but protest against a system which practically deprives the poor of that which I conceive to be morally their right. It may be perfectly true that a man may do what he will with his own, in a legal sense, and yet in a moral sense it may be false. In this way, it may be true that a rich man is not *legally* bound to erect or support schools on his estate, but he may be *morally* bound to do it; and if so, may be morally bound as to the kind and extent of the education he gives. On this ground, I would submit that a proprietor cannot morally determine arbitrarily to refuse that amount of education to the poor which their condition enables them to accept. The moral rule would seem to be not to limit but to extend. Their children are as much God's creation for development as the children of the rich; they have *minds* as well as souls, and bodies, framed on the same type, as great and as capable of enlargement. They are of the same stuff as Shakespere, Milton, Newton, Locke; as David was, who was once a keeper of sheep; as St. Paul, who was a tent-maker; as St. Peter, St. James, and St. John, who were fishermen. To say, as some do, that political, or social, or commercial considerations, not simply entitle, but, oblige the rich to stint the poor in their education, appears to me, not merely a mistake in wisdom, but, an error in principle. Where can we find grounds of argument for proving that God has delegated to one class the right of checking the legitimate advance of another, or what class can properly assume to itself the authority of determining the limits to the education of another class, so as to say, "Thus far shalt thou come, and no farther"? My own conviction is that prudence as well as principle tends

in the same direction. The natural laws which regulate the relative conditions of rich and poor will operate in this as in other respects. The rich man's child ever must have advantages which cannot be enjoyed by the child of the poor man; and the necessities of the poor will always oblige them to earn their bread by the sweat of their brow, whether they have been to school or not; education will only make those possessed of it to labour more effectually than those without it. As a curious instance of the prejudice against the education of the poor, I may mention a fact which I heard lately, that, in one of the great education societies, some few years ago, when the limits of instruction were discussed, after determining that the first four rules of arithmetic should be taught in the schools, it was gravely maintained by some that it was *dangerous* to extend the course into reduction. One more point I will touch upon in reference to this subject, viz., the impossibility of teaching religious truth intelligibly to an ill-educated mind. I cannot but think that, if this were carefully considered by some of the earnest-minded men who are now prejudiced against extending education among the poor, they would arrive at a different conclusion. Enough, however, has been said to bring before your Lordships the point I am urging, that at this present comparatively advanced stage of the elementary question there are still in this district at least some formidable opponents to the very principles we advocate; of the clergy who complain of the ignorance of their congregations, of the employers of labour who rail at the stupidity of their workmen, of the political economists who lament the impossibility of extending the suffrage on account of the uneducated condition of the masses, of the professed philanthropists who descant upon the demoralized habits of the poor and the evil effects of beer-houses, canteens, and gin-shops; among all these there is still no inconsiderable number who regard the education of the poor as a dangerous experiment, and who at heart are little removed from the days of the Edwards and the Henrys.

Of the several technical points to be particularly mentioned, I would refer to a frequent want of professional skill in the teachers from the training colleges. Whether this is to be attributed to a defect in our present system, or to the youth and comparative want of experience in the teachers, it is difficult perhaps precisely to determine. The experience gained in class-teaching during apprenticeship, and in gallery and class-lessons during training in the college, does not appear altogether sufficient to meet the want of which I complain. The power of organizing masses and administrative skill are not secured intuitively. They are not learnt in the school on

the present plan, nor in the college, but a teacher is obliged to acquire them amid many blunders in the best way he can *after* his appointment to a school. This is so generally the case, that in almost all instances of teachers fresh from the training colleges, I meet with a general want of skill in the arrangements of the school, and have to discharge the functions of an organizing master as well as of an inspector. My impression is, that this defect must be remedied partly during apprenticeship, and partly during training. Some such plan as that suggested in my report of 1853, viz., of dividing the period of apprenticeship and establishing a class of senior apprentices to deal with masses, as well as with classes, would, I believe, go far to meet at all events one of the wants.

Capitation Grants.

I find a general expression of dissatisfaction throughout the towns of my district that these fees are confined to country parishes, and a prevalent hope that they will be extended to those places now excluded from them. My own experience is that some of the most needy parishes in these counties are situate in towns, and my impression is that an extension of aid in that direction would be attended with very beneficial results. The good effects of this Minute is not confined to pecuniary assistance; in many places it is so administered as to increase very considerably the attendance at school. In one place, Forthampton, in the county of Gloucester, the attendance of children by means of this grant has been raised from one-third to two-thirds of those on the books. The mode of administering it there is as follows: each child at the end of every week, who has attended regularly and conducted himself well, receives a ticket representing attendance and conduct. These tickets are exchanged at the end of every month for tickets representing higher merits. At the end of the year the value of these marks is summed up, and every child possessing tickets representing an attendance of 200 days and the requisite amount of good conduct, receives a sum of money graduated according to class; in the first class, six shillings; in the second, four shillings; in the lower classes, two shillings. This rate of prize, for such it is, leaves little surplus for the funds of the school, *except the additional fees from regular attendance,* but it is, of course, capable of modification to any extent.

Good-conduct Certificates.

Your Lordships have been pleased to issue certificates to scholars for exemplary conduct under certain conditions. It is but reasonable to suppose that the good results of this

measure already experienced by my colleague, the Rev. F. Watkins (to whom the merit of proposing it is due), will be found elsewhere. A combination on the part of employers of labour, to give a preference to all children possessed of these certificates, would give at once a marketable value to them, which would have, I doubt not, a very marked effect, independent of all other considerations, upon the retention of children at school.

Pauper Children.

I have not had much experience of the effects of Mr. Denison's Bill of last session upon the children of out-door paupers; but I am glad to find that the Poor Law Board are sanctioning the attendance of the in-door paupers to some of the schools in my district. In every instance which has come within my cognizance, the experiment (for such it must be called) has in all respects proved successful. The children have gradually lost that caste appearance and feeling which unhappily prevails among them. They have conducted themselves as well as any other children in the schools. From more regular attendance, their progress is superior to that of most other children. The parents of higher grade very soon become reconciled to their attendance, and the children generally admit them into their society without difficulty or reflection upon their social inferiority.—*Vide Appendix* B.

School Libraries.

These are much wanted. Self-instruction is probably the most important and most efficient of all. How much of the knowledge and intelligence generally possessed has been accomplished at home, where the will is apt to coincide with the task more fully than at school, it is needless to insist upon. The circulation of useful and amusing books would, I feel, tend considerably to produce an improvement in the minds of poor children, and effect no slight moral results in the homes of their parents. I would venture to express a hope that your Lordships will be pleased to make grants for this purpose. In addition to this, the publication of catalogues of books from some dozen or twenty existing school libraries, with marks attached to the works most popular, would tend to circulate a good class of juvenile literature. This, in fact, is very much wanted, the works in many school libraries being but ill-adapted to children.

Infant Schools.

These for the most part are imperfectly conducted. The evil of this is unfortunately not confined to the infant school.

Where this department is bad, unsatisfactory habits, moral and intellectual, are contracted at a very early age. These habits after four or five years become so confirmed, that when the child at the age of six or seven is promoted to the upper school, he presents a difficulty which few teachers can grapple with. In consequence of this, I have many schools in my district, in which the lowest two classes are so much demoralized as to present a totally different aspect to the rest of the school. This state of the lowest classes is by no means necessary, nor is it to be attributed to the youth of the children. It is caused by bad teaching and training in the infant school, and is rectified as soon as this defect is amended. That some steps should be taken in this matter, I am fully convinced. The number of good infant schools in the district is very small, nor do I see at present the slightest prospect of improvement. Good teachers are frequently indisposed to take charge of them, and when they do are generally overcome with the difficulty. The application of two remedies would, I think, be at all events partially successful:—

I. An additional payment to every certificated teacher in charge of an infant school.

II. An increased number of pupil-teachers, one at least (*e.g.*) to every twenty-five in ordinary attendance. On this head it must be borne in mind that an infant school is more unfavourably circumstanced than all others as to monitorial agency. The infants leave at six or seven years of age, and are therefore utterly incapable of teaching; whereas in other schools, where some few of the children remain to thirteen or fourteen years of age, a certain amount of supplementary monitorial aid may be had from the eldest children. I am scarcely prepared to press for a regulation, which, nevertheless, has a great amount of justice in it, viz., that in the so-called juvenile school, when in connexion with an infant school receiving annual grants, those children who cannot read monosyllables shall not be reckoned among those entitling a school to pupil-teachers.

Certificates of Merit.

I am glad to find that more stress continues to be laid upon skill in management and teaching. My experience is that many of those now holding the early first-class certificates are by no means entitled to their position. Among other evils resulting from this is a frequent depreciation of the professional part of the office among the teachers themselves, and a great amount of dissatisfaction at their social position. They consider that intellectual attainments, classical and mathematical knowledge, have won for them rank, and contrast

their lot with others who have won the road to fame and wealth by the same weapons. Meanwhile the profession is overlooked, and all those high motives which would make them love and respect their work and their calling forgotten. No wonder in such cases that they crave for other spheres of labour and other rates of remuneration than those attaching to them.

Registered Teachers.

The number of these in this district is small; but I feel sure that your Lordships have met a want, by admitting this class of teachers to an indirect share of the Parliamentary grant. So far from wishing the reversal of the Minute which concedes these privileges, I am rather disposed to hope for its extension. There is a class of persons alluded to by Mr. Norris in his report of last year, p. 543, who are engaged in night and Sunday schools as a labour of love. Such persons possess many excellent qualifications for the office. They have a missionary spirit, experience of life, knowledge of character, &c. and are far better fitted for night schools and some of the offices in reformatory and industrial schools than are our young, inexperienced masters, with high attainments and certificates. This class will always exist in the country, and for my own part, I should be glad to think that the enlistment of such a body in the work of education will always be one part of your Lordships' care. Their position professionally would be somewhat similar to that of the clergymen who are ordained without University degrees. The Church could ill afford to part with the amount of zeal and energy possessed by this section of her ministers; nor do I think that the cause of education generally, or the interests of the training colleges, would suffer from the admission among her teachers of such a body as this, even with some higher privileges than those at present allotted them.

Reformatory Schools.

The institutions in the district of this class are those at Saltley and Hardwick for males, and one at Birmingham for females. The detailed account of these will be found in the tabulated reports. With reference to the question of reformation generally, I would observe that practically two of the most important agencies for success appear to have received less attention than they deserve. I allude to the intelligent application of Christian truth and, as connected with it, mental development. With respect to the first, I am well aware that the earnest-minded men engaged in the work will repudiate, with probably some warmth, all suspicion of such omission; and yet a little consideration of the means used, espe-

cially if tested by the results, would, I think, fairly prove my point:—the religious knowledge of the children in the great fundamental doctrines of our faith, the mediatorial office of Christ, the sanctifying influence of the Holy Ghost, the necessity of a holy life, the fact of a judgment to come; all these and other like doctrines appear to have been but imperfectly apprehended intellectually by the children, and if not intellectually, how morally? This brings me to the second point, the omission of proper mental devolopment. The importance of this in a moral and religious point of view it is difficult to overrate; for, without such intelligence, how can they understand the Scriptures, and, without such understanding, how possess the means of reformation. To say, as some men do, "To teach a poor man to read his Bible is sufficient," is merely begging the question; for what do they mean? Do they intend to say that to teach a man the bare mechanical process of combining the letters or words or sentences in the Bible is sufficient? Surely not. They must mean that he should be taught to read so as to understand. But what is this but to say that the mental powers must be developed? The Bible surely is a book which requires intelligence to understand just as other books do, and, without intelligence, is merely a dead letter to him who reads it. On this ground, while admitting that manual labour, whether in the shape of spade husbandry or of artizan work, is a great assistant in the work of reformation, affording as it does an easy method of penal discipline, of promoting bodily health, of employing mind and body at once, and of capitalizing the culprit with the means of procuring for himself, when released from the institution, an honest livelihood, I cannot but add that something higher and deeper must be brought to bear upon him before his motive powers will be made captive. The heart and will have to be conquered, so that the whole man may obey the silent laws promulgated from that tribunal within. And where can be found motives equally strong with those contained in the Gospel? Therefore, while one would say, "By all means make use of manual industry where you can, and urge prudential motives as far as you are able; still omit not that which is far more potent for reforming those who have gone astray. Teach them "*intelligently*" the great truths of Christianity; labour to awaken their consciences, to warm their hearts, to convince their judgments. This effected,—as with such means, by God's blessing, in various degrees may reasonably be expected,—something more than a merely social or political result will be accomplished. The reformed criminals will be restored to society converted characters; The man, the human soul, will be changed. My own

feelings upon this matter are so strong that, wherever it be possible, I would have a minister of religion as the manager of such establishments; but whether this could be effected or not, I would at all events give such a prominence to the intelligent application of religious truth, as the *great reforming instrument*, that there should be no possibility of mistake as to the foundation upon which my hopes of reformation rested. The personal histories of the boys at these institutions afford a very valuable lesson as to the importance of nipping sensual indulgence in the bud. In a conversation lately with Mr. Ellis, the manager of the Institution at Saltley, on my asking him what he found to be the chief causes of crime in these boys, he replied, "Early indulgence of the stomach. Their mothers pampered them with bulls'-eyes, apples, &c." Indulgence begat a craving; the craving demanded its food, and dishonest means were resorted to as soon as honest ones had failed. Extreme greediness he states to be characteristic of the class.

Industrial Schools.

The institutions of this class are those at Birmingham and Bristol. Of the former I am able to speak with unmixed satisfaction. The managers, from its first establishment, have had a clear and distinct perception of the object in view, and the difficulties to be met. The object was to collect the children of those parents who are unable to pay the small fee exacted in elementary schools, and to place them in a school where, in addition to the usual branches of learning, they might receive instruction in some handicraft, whereby to secure a provision in after-life. The difficulties were to prevent parents who are able to pay for their children's education elsewhere from taking advantage of this institution, and to provide such employments as should, not only increase its funds, but, prove useful to the children hereafter. With this view, a strict scrutiny is made into the condition of every candidate for admission, and the boys are taught tailoring, shoemaking, and some other mechanical work of a local character. The girls are exercised in certain arts of domestic economy, such as will fit them for service. The managers, I believe, have it in contemplation to introduce agricultural work for the boys as soon as they are able, and to increase the domestic work of the girls. The importance of this class of school is not yet sufficiently recognized. There is a considerable amount of interest excited in behalf of reformatory schools, of which I will not complain, (no doubt they have their peculiar function to discharge), while schools of industry are comparatively little known. But the latter

schools, if extensively spread and judiciously conducted, would in a great degree supersede the necessity of the former. The reformatory school deals with the child *after* he has committed crime; the school of industry catches him before the commission of crime, and so prevents it. In proportion, therefore, as prevention is better and easier than cure, so may it be reasonably calculated that the results of early industrial training would be more satisfactory than those of the reformatory school. On these grounds, I trust that your Lordships will assist as far as possible all attempts to establish and support schools of industry.

Schools in Forest of Dean.

In concluding my report upon the schools situated on the Crown property in this part of my district, I have made the following suggestions, which Her Majesty's Commissioners of Woods and Forests have been pleased to accept:—

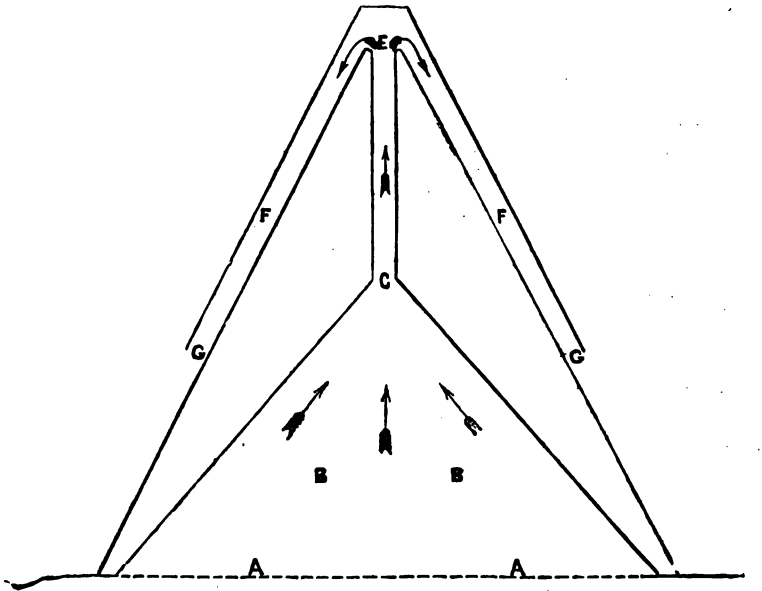
1. That every annual grant of public money awarded by Her Majesty's Commissioners of Woods and Forests should be conditional upon a favourable report on the state of the school from Her Majesty's Inspector of Schools.
2. That no annual grant be made to a school which is not taught by a certificated or a registered teacher.
3. That the annual grants should be given in the form of capitation fees.
4. That a graduated scale of payment, determined upon the rental or rateal of the tenements, be recommended.
5. That each school be under the control of a committee of management, properly constituted.
6. That, in a central situation, one school be selected, in which a superior education may be given to the first class of scholars, such as will qualify them for the upper offices in mines, trades, &c.

The effect of adopting these regulations will, I believe, have a very salutary influence upon the schools in this part of my district.

Warming and Ventilation.

This is very imperfectly managed in many schools. A fireplace or a stove, with one or more holes in the ceiling and in the floor, is considered sufficient to secure all that is requisite for health and comfort. In consequence of this, the room is either close or draughty. In many cases the holes are altogether closed when the weather is cold; in others, the draughts are so great that the teachers and children suffer from incessant colds and coughs. The error I conceive to be, —1, an attempt to introduce cold air into a hot room; 2, to induce hot and rarefied air to pass through a body of cold

and dense air. A little reflection would show that, when the thermometer within a room is at 60°, and without at freezing point, it is impossible to admit the external air, whether above or below, without producing draught. If it be admitted through the ceiling, which is the case with the ordinary kind of so-called "ventilators," it naturally falls down bodily to the floor, taking in its course the heads or necks of any persons who may be within its course, and when it has reached the floor disperses itself through the room in painful currents. If it enters through the floor, the same process of painful dispersion, perhaps somewhat mitigated, takes place. To remedy this evil, two points appear to me as necessary, —1, to warm the pure atmospheric air before its dispersion through the room; and, 2, to contract the draught at the place of exit, so as to enable the rarified foul air to form a current, and force its way against the body of fresh dense air with its greater specific gravity. For this purpose, where the funds will not admit of new stoves on scientific principles, I am in the habit of recommending air-drains, opening as near as possible to the stove (under it, if practicable), for the purpose of warming the pure air as it enters the room, and thus preparing it for mixing with the air in the room without draught. To get rid of the foul air from the top of the room, I have tried with success a new apparatus. This apparatus, conical



or pyramidical, according to the shape of the aperture or perforated shield in the ceiling, stands over the aperture,

represented by the dotted lines A A. The aperture, if possible, should be placed over the stove. The foul air passes through the aperture into the chamber B B, and is gradually contracted up to the bottom of the "*chimney*" C, which is a hollow tube. It then ascends the "*chimney*" to the point E, whence, following the inverse direction of the "*chimney*," it is forced downwards by the hot air rising from below, and passes into the open space between the ceiling and the roof, at the points G G, and is so carried off into the external atmosphere.

Organization of Schools in Herefordshire, &c.

During the past year I have been consulted on several occasions in drawing up schemes for the organization of schools. One of these appears to be so intimately connected with the progress of education in the locality to which it refers, that I insert in the Appendix (*Appendix* C.) the plans proposed by me. I also add a letter (*Appendix* D.) to the Rector of Exeter College, Oxford, on the subject of a large school in the town of Oxford, drawn up after a visit to the school on the invitation of the managers.

I have the honor to be, &c.

H. W. Bellairs.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY REV. H. W. BELLAIRS AND REV. J. W. D. HERNAMAN.

SUMMARY *a*.

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-Teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
318	127	115	83	164	54,034	32,134	35,453	188	446

Per-centage of Children on *School Registers*.

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2·86	4·57	6·42	11·26	15·	16·02	14·09	11·66	8·22	5·36	2·96	1·58

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
39·57	27·45	14·12	9·09	5·03	4·74

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of 274† of Schools enumerated in Summary *a*.					Average Income per Scholar in attendance.‡
From Endowment	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
3,869 17 3½	14,630 6 9½	9,386 5 11	3,758 13 7½	31,645 3 7½	1 0 6½

Aggregate *Annual Expenditure*, as stated by Managers, of 274 of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
21,857 8 11½	2,101 15 11½	9,078 9 10	33,037 14 9	1 1 5½	30,802

* At the date of closing these Summaries.
† The number of Schools inspected during the year was 318; but from 44 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	88 5 2	118	78
	Uncertificated	57 11 3	90	47
SCHOOLMISTRESSES	Certificated	58 15 4	62	34
	Uncertificated	32 13 5	117	54
INFANTS' SCHOOLMISTRESSES	Certificated	58 15 4	8	6
	Uncertificated	30 8 0	62	26

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
178	26·364	39·74	39·64	14·5	2·6	3·52

APPENDIX B.

ADMISSION OF PAUPER CHILDREN INTO NATIONAL SCHOOLS.

MY DEAR SIR, Tewkesbury, 15 December 1855.

I HAVE now for more than twelve months received the pauper children of the Tewkesbury Union into our infants' school. The age of some of our children being rather higher than is usual in such institutions, renders this possible without injustice to the workhouse children. Indeed, from the early age at which, I regret to say, children in our town are expected to work for their support, we are rarely able to keep any at school after they have attained their tenth or eleventh year. The effect produced by the association of the pauper children with others of the same age has been most beneficial to both classes. The former serve us as a pattern of cleanliness, order, and subordination. I find no reluctance on the part of respectable small tradesmen and mechanics to permit their children to associate on equal terms with the paupers, while the delight of the pauper children at the free intermixture, at lessons and at play, with the rest of the children, is very great. They no longer seem to feel themselves an isolated and degraded class. They learn a little of what is going on in the world around them, and to think and act for themselves, and no longer appear the dull, inanimate machines of a year ago. They seem to me vastly improved in health, intelligence, and spirits, although in mere head knowledge they do not make quite the same progress, perhaps, as when the undivided attention of a master and mistress (if satisfactory teachers were procured, which was a rare thing with us) was devoted to their small number, rarely exceeding some twenty-six of all sexes and ages.

I am, &c.

(Signed) FRANCIS JOHN SCOTT.

To the Rev. H. W. Bellairs, Her Majesty's Inspector of Schools.

is of Her Majesty's Inspector (at all events, as long as I am Inspector of ir county).

II. A labour master should be attached, who might visit alternately each ool. Extra instruction in smithy-work and carpentering, &c., would have be provided, if you determined to introduce these branches.

The expenses of this plan would probably be somewhat as follows:—

	£
1 certificated master for central school at 120*l.* - -	120
„ mistress „ 60*l.* - -	60
2 certificated masters at 80*l.* each - - - -	160
„ mistresses at 50*l.* - - - - -	100
3 boy pupil-teachers, at the mean - - - -	45
The masters for instructing them - - - -	15
3 girl pupil-teachers as above - - - - -	45
The mistresses for instructing them - - - -	15
Labour master - - - - - - - -	40
Augmentation of salaries, say 15*l.* each - - -	90
	£690

The salaries should be raised quinquennially up to a certain maximum, on principle adopted by the Committee of Council.

The above does not include boarding and other expenses, *e.g.* payments to nitors, which perhaps you might require, extra instruction in labour, and penses of pupil-teachers at training colleges, which, I think, ought to be dertaken partially or wholly by the charity.

I am, &c.

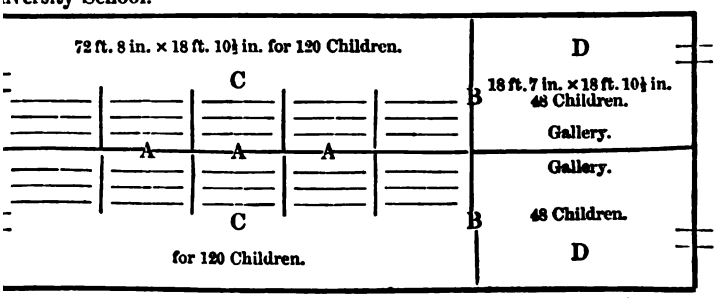
e *Rev. H. W. Phillott,* (Signed) H. W. Bellairs.
is one of the Trustees of Jarvis's Charity.

Appendix D.

OXFORD UNIVERSITY SCHOOL.

V. Sir, Privy Council Office, 11 August 1855.

I have the honor to forward a plan for the alteration of the Oxford iversity School.



The existing room, 92 × 38½, should be divided down the middle by a e-inch brick wall, A, A, A. And, again, at right angles, by another nine- h brick wall, B, B. The two rooms, C, C, should be fitted up with allel desks, three rows, graduated in height for five classes. The classes uld be separated by gangways of eighteen inches each, and thick woollen tains running on rollers. Each space would be 13 ft. 4 in. in height, and uld accommodate twenty-four children. The class-rooms D, D, should be ed up with galleries, each to accommodate forty-eight children. The ommodation thus provided would be 24 × 5 = 120 + 48 = 168 × 2 = 336. ch room should be placed under an efficient master, with an assistant and

four subordinate teachers. If the managers availed themselves of the Government aid in this matter, the masters should each possess a Government certificate; the assistants be those allowed by their Lordships' under a recent Minute; and the subordinate teachers be apprenticed pupil-teachers. The salaries of the principal masters should be, I conceive, a minimum of 80*l.* per annum, increasing 10*l.* triennially up to a maximum of 120*l.*; 10*l.* per annum to each of the assistant teachers, in addition to the 25*l.* allowed by the Committee of Council; and 20*l.* per annum distributed among four honorary pupil-teachers.

The staff of pupil-teachers would be, in the first instance, two stipendiary and two honorary to each room. The whole staff of the school would therefore be, two head masters, two assistant masters, four stipendiary pupil-teachers, and four honorary pupil-teachers, total twelve. The expense to your funds would be 160*l.* for the masters; 20*l.* to the two assistants, and 20*l.* to the four honorary pupil-teachers, making a total of 200*l.* per annum. The aid received from Government would be 30*l.* each to the two masters, augmentation of their salaries if of the "first class;" 25*l.* each to the assistant masters; 15*l.* each to the four stipendiary pupil-teachers, and an allowance of 18*l.* to the two masters for instructing them, making a total of 188*l.* per annum, independent of capitation and other annual grants, which under such a scheme might be obtained. The payments, I think, should be graduated according to the pecuniary circumstances of the parents, this is sometimes determined by rental, from a minimum of 2*d.* per week up to a maximum of 10*s.* per quarter. No child should be admitted free, and no clothes given; the apprenticeships should I conceive either be entirely discontinued or thrown open to competition and made the rewards of merit. The management should be placed in the hands of an active committee, and the superintendence of the religious instruction of each school in those of either the clergyman of the parish, or if the school is to be considered as extra parochial, in those of the chaplain appointed for that purpose. The payments of the children, on the scale above given, would probably amount to not less than 100*l.* per annum. This deducted from the expenditure above given, would leave 100*l.* per annum to be provided for by your funds for education. Having ventured to make the above suggestions, I think it but right to state the reasons which have influenced me to come to this conclusion, and to meet the difficulties which appear to me to arise from it.

I. As to the Payments.—A free school under the circumstances of this case, and in the present position of elementary education, appears to me, in many respects, objectionable. It relieves the parents of a very important responsibility, and, so to say, pauperizes them, so far as this eleemosynary aid is bestowed; such a proceeding appears to me almost more objectionable when applied to your own servants (who are, to say the least. amply remunerated for their services, and therefore competent to discharge their parental responsibilities in this respect) than to the parents generally, among whom there would probably be found many comparatively poor. A free school, again, disturbs the existing plan of elementary education recognized and acted upon throughout the kingdom, which calculates upon the payments of the children as one considerable element in its operations. It interferes with the moral and financial position of all other elementary schools in the town which are conducted on the principles of what I have called the existing plan. The small payment of 1*d.* per week, which I understand is contemplated hereafter, will not remove the evil, such payment being below the current price paid by the poor in other schools for the education of their children. The grants of clothes and of apprenticeships are additional aggravations of the evil. The latter, if thrown open to the town to competition, would so far change their character as to become prizes for success, and thereby stimulants to exertion, instead of, as now, inducements to sloth and a respectable kind of mendicity, alike destructive to self-reliance and self-respect. The different results, in such a case as this, from *prizes* and *gifts* would, I conceive, be very great.

I. As to your connexion with Government.—On this head I would ven- e to submit that, independent of all other considerations, there is a loyalty his which coming from such a body as yourselves would of itself produce id effects, not only on your school or on Oxford, but on the country gene- y. Your masters, again, as belonging to a recognized accredited class, uld possess a professional position, with its correspondent and economical antages, which on no other plan could be obtained. Again, you would ce your school at once in that position at which, I suppose, we may safely phecy it will eventually arrive. In a few years it will, I suppose, be ad- ted few if any efficient elementary schoolmasters will be found out of the ks of those who hold certificates of merit. It secures for you an annual pection, which, if properly conducted, stimulates the exertions of your chers, not only checks, but absolutely prevents, inefficiency, and secures your children the proper recognized national standard of elementary ication. Nor are its financial advantages to be overlooked. In addition the teachers' allowances of 188*l.* per annum, such connexion with the vernment would entitle you to capitation grants, which would probably ount to some 50*l.* or 60*l.* per annum; to grants for books at reduced ces, &c. &c. Thus approximately making your school self-supporting and erating, if so it might be, your present annual income for industrial and ormatory schools, which from the very nature of the case require ex- tional treatment and eleemosynary aid. The difficulties which seem to se from such a plan as that proposed, appear to be;—1, the case of ir present master; and, 2, the original intention of the school, which I derstand to have been the instruction and apprenticeship of the college vants' children. With regard to the first, it strikes me, that after twenty- years' service you might very fairly give Mr. Price a retiring pension, ich with your present funds you could easily afford; or what would pro- ly be better, find him some office in which he would, with less onerous our than that to which he has been subjected, be able to earn a fair ome. With regard to the second, I would venture to submit, whether it ecessary in such a case as this, to carry out from your voluntary funds iginal intentions, which from experience or other causes may be considered it for the present time. If the results of the free-schooling, the clothing l apprenticeship, or your present system be carefully investigated, I cannot think that its only claim to continuance will be its prescription.

Having ventured thus far with my remarks, I must crave pardon for ting one question before you—on the very existence of this institution ui bono?" Conducted as it now is under the superintendence of a body o, I suppose, from the very dignity of their office, with its correspondent ponsibilities and labours, are unable to take an active part in its manage- nt, deprived as it is of direct clerical influence; detrimental as it is to interests of the other elementary schools in the town, from which it takes the most promising and oldest scholars; extra-parochial in its constitu- n, thereby removing from the parochial clergy the children of their respec- flocks, and forbidding that amount of clerical, moral, and religious uence which is so important in the case of the young, and possibly doubly in such a town as Oxford; why, I would venture to ask, perpetuate such institution as this? Would it not be better, I would venture, with all mission, to ask, to send the children to the schools of their respective ilities, and to distribute your funds to the different schools of the town? h a course would, I believe, have the effect not only of removing all the s experienced from this school as at present conducted, but would pro- e far higher results than you will ever accomplish by retaining your sent institution, however much you may alter or modify your rules and rations.

I have the honor to be, &c.

the Rev. the Rector (Signed) H. W. BELLAIRS.
f Exeter College as Trustee of the University School.

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools, the* Rev. FREDERICK WATKINS, B.D., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the County of* YORK.

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APPENDIX.

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MY LORDS, January 1856.

I HAVE the honor to lay before you my report on Church schools in Yorkshire, inspected during the last official year (from the 31st of August 1854 to the 31st of August 1855) by my colleagues, the Rev. G. R. Moncreiff and the Rev. A. R. Grant, and by myself. I have to express my regret at the loss of the first-named gentleman, who has been promoted from his position as an Assistant in this district, to the charge of the Northern district. I have at the same time to record my deep sense of his ability, discretion, and good temper whilst engaged with me.

Assistant Inspectors.

Your Lordships have been pleased to assign to me, as Assistant Inspectors in Yorkshire, the Rev. W. W. Howard and the Rev. A. R. Grant; the latter gentleman only has been at work during any part of the period which this report embraces, and for little more than a month of that time. I cannot, therefore, state from experience the result of this increase of the Assistant-Inspectorate. It is obvious, that the more colleagues that an Inspector has, the more of his time must necessarily be occupied in the arrangement and revision of their work, and the less he will be able to give personally to the actual business of inspection. He cannot visit so many schools as before. He cannot see with his own eyes so much of the real state of his district. His position may have its

advantages as well as disadvantages, but it is, to a certain extent, a new position, and must be dealt with accordingly.

Occupation of time.

My time during the official year has been occupied in the following manner:—

	Days.
Inspecting elementary schools - - - -	144
Ditto Normal schools - - - -	6
Holding collective examinations of pupil-teachers and candidates - - - - -	11½
Ditto of candidates for certificates of merit and Queen's scholars - - - -	11
Ditto of candidates for registration - - -	3
Revising papers of pupil teachers - - -	12½
Ditto of candidates for certificates - - -	8½
Drawing up examination papers - - -	3
Travelling (only) - - - - - -	1½
General report - - - - - - -	23½
Correspondence (including Conference three days)	57½
Vacation - - - - - - -	21
Private business - - - - - -	7
Public holidays - - - - - -	3
Sundays - - - - - - - -	52
	365

Work done in the district.

During this period the work done in the district is as follows:—

Table (1).

Schools Inspected.

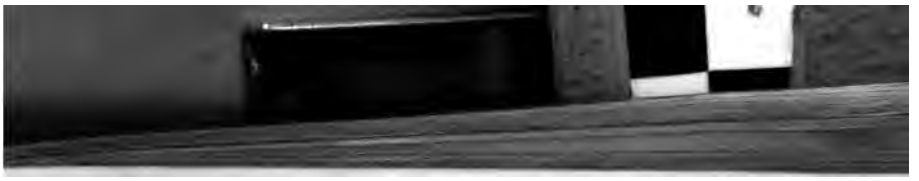
—	Boys.	Girls.	Infants.	Mixed.	Total.	At separate places.
By myself - - -	63	64	43	79	249	175
By Rev. G. R. Moncreiff -	62	55	33	104	254	179
By Rev. A. R. Grant -	3	3	3	20	29	27
	128	122	79	203	532	381

Decrease of school attendance.

In these schools accommodation (at eight square feet of superficial area per child) has been provided for 68,716 children, whilst the average attendance in them during the year has been 43,592. This fact shews that they have not been nearly filled, that they have not, indeed, held more than 63½ per cent. of their complement, and that above one-third of their accommodation has not been of any use. A few years since, in this district, the deficiency from non-attendance was not more than 25 per cent; so that the aspect of education is not satisfactory in this respect.

Examination attendance.

I observe in the past year, as in all preceding years, that the attendance of the children on the day of school examination is considerably above the average, more than 5 per cent. That this increase is in part attributable to the zealous efforts both of managers and teachers, who wish their school to look well at the Inspector's visit, and therefore "whip in" all the stragglers at the appointed hour, I am well aware; but I believe it to



arise chiefly from the desire of the children (and of their parents) to be present at the examination, which is a change to them from the usual routine of the school, and causes something of stir and excitement, such as may be seen in a militia regiment on the long looked for day of its review by a general officer.

The tabulated reports, which have been printed separately and circulated in my district, give a particular account of each school which has been inspected either by myself or my colleagues. I shall, therefore, confine myself, in this report, to the general results of that inspection.

Tender age of school children.

First, I must here, as always, press upon the notice of your Lordships the continuance, if not the extension, of the great educational evil, the small age of the children, and their short stay at school. With regard to this, as may be seen from the subjoined table (2), there seems to be some little improvement in the last official year, but only to a trifling extent.

Table of age.

TABLE OF AGE (2).

—	Seven and under.	Eight.	Nine.	Ten.	Eleven.	Twelve.	Thirteen.	Fourteen.
1855	38·76	14·14	13·35	12·27	9·72	7·12	3·04	1·4
1854	42·64	13·62	13·29	11·58	8·63	6·59	2·47	1·18

Ditto for three years.

DITTO FOR THREE YEARS (3).

—	1853.	1854.	1855.
Ten years and under -	69·91 per cent.	81·13 per cent.	78·72 per cent.
Eleven years - - -	10·88 „	8·63 „	9·72 „
Twelve years - - -	8·99 „	6·59 „	7·12 „
Thirteen years - -	6·52 „	2·47 „	3·04 „
Fourteen years and over	3·70 „	1·18 „	1·4 „

Table of stay in school.

DITTO LENGTH OF STAY IN SCHOOL (4).

—	1853.	1854.	1855.
Four years and over -	3·92 per cent.	3·64 per cent.	4·00 per cent
Four years - - -	3·6 „	4·27 „	5·00 „
Three years - - -	6·65 „	7·7 „	8·48 „
Two years - - -	9·89 „	12·29 „	13·51 „
One year - - - -	17·6 „	17·13 „	22·94 „
Less than one year - -	58·34 „	54·98 „	46·07 „

It will be seen that the comparison of three years is not favourable to our present state, and the improvement, such as it is, in the last year, is so uncertain in its cause—whether owing to the prevalent badness of trade, the greater scarcity of employment, or, more likely, to the considerable discontinuance of half-time children in many of the mills—that it cannot hold out much encouragement to those who have long watched and pondered over this momentous question. It may seem hardly necessary to recall any of the monstrous features of this great

school evil; yet, as they show themselves year by year in different circumstances and localities, it may be well to point out a few of them.

Let it, then, be borne in mind that nearly 79 per cent. of the children in Yorkshire schools are under 10 years of age, and that not five in a hundred are turned 13. From this last circumstance may be imagined some of the difficulty of obtaining school apprentices, who are required to be of the age of 13 years. In addition to this low age, consider the short stay in school. I find that in schools which have come under my inspection during the year, where accurate returns have been made, 19,006 children have been admitted in twelve months, and 16,851 have left in the same time, *i. e.*, nearly 88 out of every 100 have gone away! About a dozen remain to cheer the master in his almost hopeless labour, always heaving the stone up the hill, to behold it rolling down again to his feet; always attempting to fill the sieve which cannot, from its nature, hold the water.

Children's attainments at entrance.

One other point must also be noticed, that is, the intellectual state of these young children—birds of passage, save in the regularity of their departure and certainty of return—when they enter a school. I take the following report from the worthy and painstaking master of St. George's school, Sheffield, a parish which perhaps as fully as any in England exhibits the difficulties with which the teachers and managers of schools have to do battle.

State of St. George's school, Sheffield.

THE following TABLE is drawn up from the Admission Book or Register, and shows the State of Education, or rather the Ignorance, of the Children admitted into the St. George's Boys' National School between 1 August 1854 and 1 August 1855. 369 were admitted and re-admitted during the above Period.

Number who had never been in an infants' school.	Who could read words of two or three syllables.	Who could read monosyllables by spelling them.	Who could only tell their letters.	Who could *not* tell their letters.	Who could write their names.	Who could *not* write their names or letters.	Who had never learnt any arithmetic.	Who could do simple addition.	Who could do simple subtraction.	Who could do simple multiplication.	Who could do simple division.	Who could do addition and subtraction.	Who could do addition, subtraction, and multiplication.	Who could do the whole of the first four simple rules.	Who could do compound addition.	Who could do compound subtraction.	Who could do compound multiplication.	Who could do compound division.	Who could do reduction.	Who could do rule of three.	Who could do practice, &c.
226	61 *	99 †	70 ‡	139	97	272	291	5	1	1	1	16	12	6	3	3	2	1	3	9 §	0

* This includes 8 boys who had previously been in the school, but on leaving work were re-admitted.
† This includes 9 who were re-admitted. ‡ This includes 3 who were re-admitted.
§ This includes 6 who were re-admitted.

(Signed) T. BIGGS, Master.

What a state of ignorance and carelessness does this table disclose! For it must be remembered that the school here spoken of is not an infants' but a so-called juvenile school, into which 139 children enter in the course of one year, not knowing their letters! Besides them there are 70 others who know them only as it were by sight, but are not intimately acquainted with them. In this same school I observe that,—

——	Admitted in 12 Months.	Left in 12 Months.
Boys - - - -	369	360
Girls - - - -	242	258
Infants - - -	226	272
Total - -	837	890

In the previous official year in these schools (boys' and girls' departments),—

682 admitted - 770 left.

It would not be difficult to multiply instances of schools where the yearly loss is equal to or greater than the number of admissions, and those admissions, for the most part, of very young and very ignorant children. I need not enlarge on this topic; the evil is sufficiently glaring, and some of the social mischief arising from it is beginning to be painfully evident.

Many remedies have been suggested for it. Every educator has his favourite nostrum, but almost all of them seem to be directed against the leaves and the branches, or it may be against a portion of the trunk of this upas tree, but not straight at its roots. Remedies proposed for these evils.

One partial remedy, in the shape of a scholar's certificate, I had the honour to recommend to your Lordships, and rejoice that it has met with your approval and been adopted by your Committee. Had it been tried earlier, when I first brought it under your notice, I doubt not that by this time we might be gathering some fruit from it; the delay of nearly three years has not been propitious. Scholar's certificate.

Another expedient has been the establishment of night schools; but this, so far from averting or remedying the evils which all educators deplore so much, tends rather to increase them. One great cause of the tender age of children in schools is the value of child-labour; the parent desires to receive something for his child, not to pay anything. He, therefore, takes him away from school and sends him to work. He knows all the while that his child is not half taught, that he can just "read a bit, and write, and cast accounts," but that his character is altogether unformed; not one good habit is fixed in him when he is thus snatched away from his teacher. Night schools.

Their weak points.

But the night school acts as a safety-valve to the parent's conscience. It helps him to get the child's work and the child's pay by day, and then to rob his child of necessary relaxation when the day's work at length is done. There is many a working man who would not willingly condemn his child to his own state of ignorance, who thinks that an hour's schooling at night for three or four nights in the week is all that is necessary for him. That night schools thus tend to draw away the first classes of day schools cannot reasonably be doubted. But they are also, and must needs be, from the nature of the case, very deficient in discipline. The majority of attendants there are so-called young men, who attend, as it is said, "quite voluntarily." Any pressure upon such material always brings on an explosion. And the material is in itself ill-sorted, does not amalgamate; the quickest and forwardest of the night scholars are for the most part the youngest,—the latest arrivals from the first class of the day school. In any examination they far surpass the older men, who have probably never been to the day school, and who cannot bear to expose their ignorance before these youngsters. An Inspector's examination, therefore, to test one of these schools, in order that its teacher may receive a grant from your Lordships, is a very difficult and delicate task, and I am inclined to believe very far from conclusive in its results. I have been led to make these remarks from plain evidence of their necessity. Let me also add, that the teachers of night schools are, in general, young men of no experience, (whatever their attainments may be,) who act as assistants in the day school. Are such the best, or are they fit teachers for the heterogeneous attendants at their schools? It is obvious that they are not. In any night schools, which are to receive grants of the public money, it would seem desirable that these three points should be required,—regularity of attendance, definite organization, and, if the master be a young man, supervision of some experienced school manager.

Money payments.

There are many other methods proposed for inducing children to stay longer in elementary schools. They generally take the shape of some prize or some remission of payment; in the first case, very dubious in tendency and difficult in administration; in the second, I am inclined to think, mischievous rather than beneficial. For it is not only, nor chiefly, the school-fee that the working man grudges to his child. It is rather the fee plus the child's wages. And more than both these, in the intelligent parent's mind, is the early preparation for his work in *life* which the child loses by a lengthened stay at school. There *is* no doubt that if the elementary school could prepare the child *for* its future work, it would not be deserted so soon. Where it

attempts this intelligently and carefully, the result is always the same,—it succeeds. Where the trade school really gives effective instruction in any branch of labour, the children remain there to profit by it. Where the agricultural school offers practical instruction in field work it always commands a longer school-stay in its juvenile labourers. The expense of these establishments is no doubt their chief difficulty. Your Lordships' grants to such institutions have been very useful, as far as they go, but insufficient for the greatness of the object aimed at.

Compulsory attendance at school.

There remains yet that remedy which so many writers and talkers have of late upheld, compulsory attendance at school for a certain time, or to a certain age. This is the panacea of all theorists. It is also generally advocated by school teachers, who are, indeed, excellent authority for all things within the walls of a school, but for the most part unequal to a general question like this, just as the soldier in the heat of the battle is by no means a fitting judge of the objects of the campaign.

Is it practicable?

It is not my place to enter at large into this question, which is obviously one of expediency and not of right—the right is clear enough. Is it practicable? This is all that need be enquired. The same power which requires school attendance of half-time workers in cotton-factories, which enforces a certain number of school-hours per half-year in print-works, which prevents (or is supposed to prevent) children under ten years of age from under-ground work in mines, which is now about to compel certain school-attendance of children in colliery districts, which thus interferes and legislates for the protection and good of these little ones, can plainly attempt as much, and is bound to do as much, where it can be done, for all the working children of this great country. The State which requires compulsory vaccination, in order that her children may escape the foul ravages of small-pox, may much more cogently insist on the education of all her children, that they may thus be saved from the far more mischievous evils of ignorance and consequent demoralisation.

I am glad to report that, during the last official year the educational live-stock and working power of my district have progressed satisfactorily.

Certificated teachers.

The certificated teachers have increased in the last three years, thus :—

1853.	1854.	1855.
223	235	264

i.e. above 5 per cent. – above 11 per cent.

So that the yearly increase in this most important point has doubled since my last report.

The certificated masters have risen from 149 last year to 175 this year.

The certificated mistresses at a more rapid rate, from 74 to 89.

Increase of teachers' salaries.

I rejoice, also, to report an increase in the salaries of these very deserving labourers in the educational work-field; and I wish to point attention to Summary *c.* (in the Appendix) which has been drawn up by your Lordships' instructions, and is valuable not only as showing accurately the money value of the school teacher's position, but also the relative value of the certificated and uncertificated teacher's income.

Their average incomes.

It appears from this summary that the average income of the—

	£	s.	d.
Certificated master (in Yorkshire) is - -	88	1	8
Uncertificated master - - - -	49	9	3
Difference - - -	£38	12	5
Certificated mistress - - - -	64	3	0
Uncertificated mistress - - - -	27	0	0
Difference - - -	£37	3	0
Certificated infant mistress - - -	58	19	9
Uncertificated do. - - - -	30	8	0
Difference - - -	£28	11	9

Incomes insufficient.

The difference in these cases is very striking and bears good testimony to the money value of the teacher's certificate of merit. Yet I cannot but think that the teacher's income (the master's especially) is considerably lower than it ought to be in a healthy state of educational resources. For the sum here mentioned includes *all* Government grants and *all* professional sources of income. And of the 175 certificated masters in my district only 111 are provided with houses or are rent-free, so that 64 of them must be paying no inconsiderable portion of their income for house or lodgings. I may observe here, that of 554 teachers whose schools have been inspected in the year, only 264, *i.e.*, not half the number, are provided with houses, or free of expense for their lodgings.

How to be raised.

But whence is the underpaid teacher to obtain a higher salary? No doubt in some schools the school fee might be increased beneficially to all parties concerned. But this would only be a partial benefit, and could not fairly be attempted in many localities.

Whether by clergy;

The clergyman—that real milch-cow of the educational purse in England—cannot and ought not to contribute more than he does at present. The great landowner and the lady-bountiful are not, under present circumstances of taxation and high prices, likely to increase their contributions;

which, though very unequal in different localities, are by no means a small item on the whole. I may indeed say with justice, that the majority of the Yorkshire nobility are very liberal and intelligent supporters of education. I may mention Earl Fitzwilliam, Earl of Harewood, Lord Downe, Lord Wenlock, and Lord Goderich as its most active and tried friends. The rich manufacturer often nobly supports his own school, and can hardly be expected to do more than this. One cannot see such educational establishments as those of the Messrs. Marshall, at Leeds, of the Messrs. Akroyd, of Halifax. W. Walker, of Bradford, and the Great Northern Railway Company, at Doncaster, without thankfulness for the thoughtful intelligence and deep sense of responsibility which have called them into existence. But the great majority of the English people, of the well-off and the fairly-off, never contribute a sixpence to the funds of education beyond that which is extorted from them once a year by "the sermon for the schools." In agricultural districts, the farmers, as a body, not only do not support either by word or purse the education of the labouring children, but they oppose it in every way! Shortsighted, indeed, they are even as to their own interests. Who can doubt, that has watched the work of an educated and an uneducated man, which is the most economical servant? Whether it be in the care of the cattle or the right use of tools, in preparing the soil for its crop or in gathering and husbanding the fruits of the earth, whether it be the influence of his example amongst his fellows, or faithful service in the field when the eye of his earthly master is not on him, who can question for a moment which is the profitable and which the unprofitable servant? I know full well that this is but low ground to take, that I am debasing the sacred cause of human education in viewing it thus as a commercial speculation. But to the many this view will be intelligible enough; in fact, the only one which they can understand. With them,—

By nobility

By manufacturers;

By farmers

> "Th' intrinsic value of a thing
> Is just as much as it will bring."

Nor is far otherwise with the great majority of dwellers in towns and manufacturing districts. They, too, give little encouragement, pecuniary or personal, to elementary education. They too are far from acknowledging, practically, that the best workman is always the cheapest, or tracing to the sound teaching of the school the well-skilled labour of the after-life.

By townsfolk.

I have to report a slight increase in the number of registered teachers. Of their position I have, in a previous report, expressed my opinion, and see no cause to alter it. They seem to be a step backwards, and not one in advance.

Registered teachers.

Pupil-teachers.

Of school apprentices, there is again a considerable increase in my district, from 556 in 1853–4 to 693 in 1854–5. I conclude that this is owing, in some degree, to the larger allowance made by your Lordships of these pupil-teachers in schools from which the candidates have obtained Queen's scholarships. It may be due also in part to the less demand for young people in other situations of life, and to the better prospects, pecuniary and social, which are opening to the eyes of teachers. There have also been fewer candidates of unripe age proposed in this year, and fewer of attainments unequal to the office of pupil-teachers. This is, as far as it goes, a satisfactory sign. On the other hand, there have been a greater number who have deserted the scholastic for other and more lucrative walks in life; and there have been more who have been dismissed from their situations for immoral or otherwise unsatisfactory conduct. The number of pupil-teachers removed prematurely from my list this year seems to stand thus:—

Their increase.

Males 25. Females 8. Total 33.	
For misconduct	10
Family circumstances, poverty of parents	6
Illness	4
Death	2
Deficient attainments	8
Deafness	1
Inefficient schoolmistress	1
School broken up	1
	33

Their conduct.

From this return will be recognised, at once, the general good conduct of these young people, and the great success of the apprenticeship as an educational measure. It would, I believe, be very difficult to find any other and so large a body of young people in whom only 1½ per cent. were guilty of serious misconduct, and amongst whom little more than 1 per cent. were found intellectually wanting when subjected to examinations of considerable depth and necessary strictness. Nor, as a point of sanitary interest, is it little to say that not 1 in 100 of these young persons, at such a critical time of life, has been incapacitated by sickness or cut off in mid-career by death.

There is one new feature to me in the above return. Under the head of "family circumstances," I find that three apprentices have been removed owing to the poverty of their parents, and their inability to support them creditably; to furnish them either with fitting clothes or necessary food. I have inquired into these cases, and fear that they must be taken in evidence of the straits and sufferings to which the working classes have been reduced by high prices and in-

sufficient employment. It would seem well if, in such cases, carefully certified by the school managers, additional assistance could be given to the apprentice to enable him to complete his course, and thus lift himself above the wretchedness which no fault of his own has brought upon him.

Apathy of parents.

I have been often struck with the apathy that parents in the working classes show towards the educational prospects of their children, especially with regard to their apprenticeship as pupil-teachers, and to the light and reckless way in which they induce them to break their engagements. An instance of such apathy has just come under my notice which seems hardly credible.

Strange instance of it in Yorkshire.

A few years since, an exhibition of 25*l.* per annum to St. Mark's College, Chelsea, was left by the late Mr. S. Wood to the best qualified youth in a certain district in Yorkshire. The supply of candidates has always been miserably deficient. This year, from seventy-two places in the West Riding of Yorkshire, including the town of Doncaster, and containing a population of 30,000, only two candidates offered themselves. Both were from the same village, and one proved to be under the required age. Now, when it is considered that this exhibition is tenable for three years, that it is, to a lad of fair attainments and good conduct, certain provision for life, an entrance into an honourable and comfortable, if not very lucrative profession, the slowness of parents to avail themselves of such an advantage for their sons is indeed marvellous. Only a step higher in the social scale every such position is sought for and fought for with an earnestness, and by a number of candidates, which form a strange contrast to the lukewarmness and apathy of the working classes.

Their payments for their children.

And, to judge by the payments for their children, the people of Yorkshire are not only not behind, but actually and considerably in advance of other parts of England. I showed, in my report last year, that there are only two school-districts in Great Britain in which so large a portion of the school expenditure is paid by the parents as in Yorkshire, one of these being the Free Kirk of Scotland. I find that for the last three years very nearly half of the whole school-income in Yorkshire has been raised by the children's payments, *i. e.*, has come out of the parents' pockets. Its proportion has not varied in that time, but remained steadily at 49 per cent.

At the same time I find the average cost per child rising steadily, amounting in,—

1852-3.	1853-4.	1854-5.
s. d.	*s. d.*	*s. d.*
14 1	14 10½	16 4

Comparison of rich and poor parents.

The actual cost, therefore, per annum to the parent for each of his children's schooling may be called 8*s.*, *i. e.*, about two-thirds of one week's wages, or one seventy-eighth part of his yearly income. In the middle and upper classes there is many a man of 1,000*l.* per annum who devotes *one-fifth* or *one-sixth* of it to the education of a child. Again, the working man not unfrequently spends 2*s.* per week, *i. e.*, one-sixth of his whole income, in beer and tobacco. Where is the man with an income of 500*l.* or 1,000*l.* per annum who wastes 83*l.* per annum, or 166*l.* per annum in similar self-indulgence without censure? With large allowance, therefore, for the difference of circumstances, I cannot think that the working man makes as much sacrifice for his child's education as his more affluent brother does. It may be asked can he fairly spare more from his small, and, at times, uncertain earnings? The answer is, I fear, sufficiently and most unsatisfactorily written in the millions of money consumed yearly by the working classes in beer and spirits, tobacco and opium.

Increase of voluntary contributions.

But if the cost of education has increased in Yorkshire it is interesting to know from what source this additional cost has been defrayed. We observe, that it has not all been paid by the parent. It has come in the shape of voluntary contribution from the wealthier classes. The returns under this head show an increase of more than 6 per cent. This item, forming now more than 34 per cent. of the whole school-income against 28 per cent. in the previous official year, is a satisfactory proof that the upper classes are not wanting in interest for the right education of the lower.

School buildings.

With regard to what may be called the *dead-stock* of education in Yorkshire, the school-buildings, school-houses, &c., a good deal has been effected during the last year. This great county has always held a high position in this respect. Many of the schools are admirable both in their architectural beauty and their internal convenience. Some, indeed, which but a few years since would have been called good, have been so surpassed by these buildings, as no longer to be considered sufficient. Your Lordships' minutes have tended much to this result. And, as new localities are opened to inspection, new wants are discovered. I have to report that,

New schools opened.

New buildings have been opened at

Boroughbridge.
Driffield.
Hoyle Mill (in Ardsley).
Marsden.
Mill Bridge.
Pollington.
Pocklington.
Salterhebble.
Tinsley Colliery.
Wyke.
Wykeham.
York, Groves.
Aston, Girls.

New buildings are also in the course of erection at — Buildings in progress.

Bridlington, Infants.
Hull, St. Stephen's, Girls.
Huddersfield, St. John's.

whilst at the following places considerable alterations and improvements have been made, chiefly in consequence of your Lordships' requirements of wooden floors:— Buildings improved.

Ardsley.
Attercliffe, Boys.
Barnsley, National.
Beeford, Infants.
Bradford, Low Moor.
Castleford, Boys.
Dodworth, Town School.
Doncaster, St. George's.
Elsecar.
Headingley, Town School.
Kilnhurst.
Leathley.
Leeds, Messrs. Marshall's.
Nafferton.
Ripon, Holy Trinity.
Seacroft.
Sheffield, Blue Coat.
Thurstonland.
Ulleskelfe.
Wadworth, Girls.
York Manor.
Wentworth (Barrow).

New school-buildings are much needed in the following places:— New schools needed.

Adwick-le-Street.
Barnoldswick.
Barwick-in-Elmet.
Bradford, New Leeds.
Ditto, Stott Hill.
Brampton-on-Swale.
Burythorpe.
Clayton (near Bradford).
Heath.
Hull, St. Mark's.
,, Holy Trinity.
Kelbroke (in Thornton).
Leeds, St. George's, Infants.
,, Buslingthorpe.
,, St. Luke's.
,, St. Peter's.
Leeds, St. Thomas.
Malton (Old).
Osmotherley.
Pontefract, Infants.
Rawmarsh, Grammar School.
Redcar.
Selby, Grey Coat.
Sunk Island.
Thornton (near Bradford).
Welton.
Weston, Infants.
Whitby.
Wigginton.
Worsborough.
Wortley (Sheffield).
Yeddingham.

Mr. Moncreiff also reports the following as very insufficient for their purpose:—

Bishop Burton.
Bridlington, Infants.
Foston
Lockington.
Scarborough, Girls.
Scisset.
Sheffield, St. Paul's.
,, St. Philip's.
Strensall.
Wilsden.
Yapham.

Additional accommodation should also be provided at — More space needed.

Barnsley, St. Mary's.
Elland, Infants.
Longroyd Bridge.
Grewelthorpe.
Halifax, Cross Hill.
Sheffield, St. Mary's, Infants.
Sheffield, Pittsmor.
Goole, St. John's.
Dewsbury, Infants.
Thornes.
Beverley Minster, Girls.

Increase of schools on Inspectors' list.

Forty-nine schools at thirty-eight places have been added to my list during the year. Seventeen of these have not yet been inspected.

Schools removed from it.

Three have been removed from my list, viz. :—

Grimstone, Lady Londesborough's.	Rise.
Greasborough.	

Schools closed, &c.

I regret to report the following as closed, or conducted only as private adventure schools,—

Ben Rhydding.	Leeds, Wortley.
Bramley, Whitecote.	Oldfield.
Brockholes.	Sandsend.
Burton Agnes, Girls.	Slaithwaite, Free School.
Ecclesall, Parsonage.	Snainton.
Garsdale.	Wetherby.
Greystones.	Wakefield, St. Andrew's.
Headingly, Glebe.	Yeddingham.

Most of these were small schools in villages. In the case of Wortley (Leeds) there does not seem to be any reason why so large a population should not support an effective school. And at Wakefield (St. Andrew's), where only a few years since the schools were in a flourishing condition and promised to be largely and permanently useful, I am unable to discover any sufficient cause for their present very discreditable state, as the population is large and no new schools have been erected in the locality.

Grants to schools in Yorkshire.

I am glad to be able to report a considerable increase in the amount of your Lordships' grants to church schools under inspection in Yorkshire. They stand thus for the last three years :—

1852-3.	1853-4.	1854-5.
£13,743.	£14,128. 10s.	£15,212.

These sums do not include the capitation grants, which, during the last year, amount to a considerable sum.

Capitation grant.

I look upon this comparatively new grant as very important, not only as affording timely and useful assistance to small places which were struggling manfully to sustain and improve their educational status, but also as in some degree balancing the account between town and country schools. I have shown in a former report how large a portion of your Lordships' grants was absorbed by the large towns in Yorkshire. It will be seen by Table 2 (in Appendix) that in 1853–4 nearly fifty-two per cent of the whole Yorkshire receipt was claimed by eight of the large towns.

Receipts of large towns.

In the present year (1854–5) above fifty-six and a half per cent. of the whole sum voted has been thus appropriated. But

the capitation grant, being made only to places with a population less than 5,000, diffuses the public money over a larger surface, and directs it into channels which it did not reach before. It has also the strong recommendation of inducing a more regular and probably a longer attendance of children at school.

School fees.

The question of school-fees, *i. e.*, the payment made by children for their schooling, has frequently been brought under your Lordships' notice, and has this year formed a place in the tables drawn up at the Council Office (Summary D). From this Table it appears that 75 per cent. of the children in elementary schools are not paying more than 2*d.* per week for their education. Thus it is obvious that such education is fairly within the reach of the labouring classes. For in the case where a working man has two or more children at the same school, some allowance is almost always made to him,—

As 2*d.* per week for one child.
3*d.* „ two children.
4*d.* „ three „

Their increase.

It is not, therefore, as I have before observed, the cost of the child's schooling that either prevents or shortens his attendance at school. In many cases in my district where the school fee has been raised, the number of the children in the school has remained the same, and the school funds have been proportionally increased. In others, the decrease of children has not been such as to prevent the increase of funds. The following is a statement from the master of Cross Hill (Halifax) school:—

Letter from master of Cross Hill, Halifax.

"In June 1854, we found that after the Midsummer holidays a number of children (factory-workers) would be withdrawn from this school, and that their brothers, who attended, would be likely to follow, to supply a new school erected by their employers. As we anticipated, a considerable diminution in the amount of pence received, the committee were induced to raise the fees from the uniform rate of 2*d.* weekly to 4*d.* in the upper half of the school, the lower paying the same fee as before. During the quarter previous to the change, we had an average daily attendance of 220. Of pence, we received on the average 1*l.* 16*s.* 7*d.* weekly. During the quarter immediately succeeding the change, we had an average daily attendance of 180, and of pence we received 1*l.* 18*s.* 4*d.*, being nearly 2*s.* more from 180 than, at the former charge, was received from 220. Since that time another new school has been opened in the neighbourhood, and other boys have been removed, so as materially to affect the numbers here. The depression in trade, too, and the dearness of provisions have a very depressing effect upon the numbers in attendance, as well as upon the receipts. We have now 160 in attendance, of whom 47 pay 4*d.* weekly; 30, 3*d.* (this is owing to a contract with one or two employers, who pay 3*d.* for each of their hands attending school, whether in the upper or the lower class); and 83, 2*d.* A boy is never excluded from the higher classes in consequence of his being unable to pay the higher fee."

Scheme of payment in agricultural schools.

I quote this letter because I think that it gives a very fair view of the results of a higher charge. But I do not approve of the principle here adopted of the higher fee for the upper classes. I believe this to be mischievous, morally and intellectually. A much truer and better arrangement of payments is according to the condition and means of the parent. I find the following scheme in one of Lord Downe's schools, in an agricultural district:—

Farmers holding more than 70 acres—

One child under ten years of age,	5*s.*	per quarter.
„ above „	6*s.*	„
Two children „	8*s.*	„
Three „ „	10*s.*	„
Four „ „	12*s.*	„

Farmers holding from 30 to 70 acres—

One child - -	4*s.*	per quarter.
Two children - -	6*s.*	„
Three „ - -	7*s.* 6*d.*	„
Four „ - -	9*s.*	„

Artisans and such as earn more than 14*s.* per week—

One child - -	3*s.*	per quarter.
Two children -	4*s.*	„
Three „ -	4*s.* 6*d.*	„
Four „ -	5*s.*	„

Labourers earning under 14*s.* per week—

One child - -	2*s.*	per quarter.
Two children -	3*s.*	„
Three „ -	3*s.* 6*d.*	„
Four „ -	4*s.*	„

The advantages of the quarterly instead of the weekly payment are obvious enough. And it is no slight recommendation to such a scheme as this, that it tends to bring the farmer's child into the National school, where he not only gets a much sounder and more intelligent education than in nine-tenths of the "boarding schools" to which the farmers often send their children, and which, for the most part, are as deficient in religious, as they are mechanical in secular, instruction, but he is thus brought into early and kindly juxta-position with the labourer's child, with whom he must be connected in after-life, and over whom he may exercise considerable influence either for good or for evil.

School museum.

I wish to draw your Lordships' attention to a scheme which has during the last year been carried out in my district by Mr. J. W. Nutt, of York, whose removal from that city to London the York schools have good reason to regret. It is the establishment of a museum in each school, which may enable the teacher to give more real and practical teaching to the scholars. He writes to me thus:—

" 29 November 1855. Letter from Mr. J. W. Nutt.

" You are aware, I believe, that during the last three years I have been collecting for the girls' school, Bishopgate, York, a series of objects illustrative of the process of our manufactures. Some months ago I obtained from the Committee of Council on Education a grant in aid of the erection of suitable cabinets for their reception. These are now finished, and as most of the objects are arranged, may I ask the favour, whenever you visit York, of your looking into the school, and giving me your opinion of them. I by no means wish you to infer that the series is at all complete, as I hope continually to be adding to the collection as opportunity is afforded me of obtaining specimens; but I do think that such a system of teaching is *real*, and well calculated to add much to the intelligence of our children."

York. Bishopgate girls' school museum

During my late visit to York, for the Christmas examination, I took the opportunity of going to the Bishopgate school to inspect the cabinets, which are very neat and well finished, and form a very pleasing feature in the educational furniture of the room. I had only leisure to glance rapidly at their contents, but saw enough to convince me that Mr. Nutt's idea was valuable, and that it had been well carried out. In the hands of a teacher like Miss Adamson (the present mistress of the Bishopgate girls' school), I expect great results from this method of teaching by the eye and by the fingers, by sight and by touch, as well as by the hearing of the ear. I subjoin here her description of the contents of the two cabinets, and wish that such instructional apparatus could be obtained as readily and used as intelligently in all our good schools.

Description of it by schoolmistress.

" In giving a brief description of the two cabinets in the Bishopgate-street School, I would observe that the principal design of the managers in their erection was to improve upon the present desultory system of teaching from objects, and give the children a more enlightened view of the various changes which take place before the raw material assumes that useful and ornamental appearance with which they are familiar; or, in other words, to bring before their view the various stages through which the raw material passes before it becomes the truly valuable or useful manufactured article in daily use.

" One cabinet is set apart principally for vegetable fibres, and the other for animal productions.

" The objects are arranged on broad sloping shelves alternately with narrow ones, the latter being better adapted for specimens which require to be exhibited in bottles.

" The upper section is devoted to *cotton*. We have the seed and pods from different parts of the world; and calicos to illustrate the mode of printing the articles in which the madder dye is used.

" The next is devoted to *flax*. Here are seeds as produced in England for the sake of the fibre, and those from India which are cultivated for the purpose of making an intoxicating beverage; and, in addition, there are specimens from most of the flax-growing countries in the various stages of manufacture.

" Following these are fibres from the leaves and stems of plants, such as the pine-apple fibre, the plantain with the fruit (from which is made a kind of flour), and the Rhea fibre, or China grass, illustrating in a striking manner the effects of climate upon vegetables.

" In the next section is *hemp* in all its stages of manufacture. To illustrate the process of wetting, many of the fibres are left in a partial state of

decomposition. Then there is the cocoa nut, with the coir obtained from its fibre, and the mat manufactured from it; and with different specimens of cordage are pieces of the rude materials used for clothing in the more uncivilised parts of the globe.

"*Silk* is traced from the egg and cocoon of the moth, through its various processes of manufacture to the ribbon and damask; and in this department are to be seen specimens of the raw material as produced in different countries, in the state in which they are imported.

"The *wools* consist of both English and foreign, in the state obtained from the animal, as well as prepared for manufacture.

"One shelf is devoted to spices, comprising a stick of cinnamon in its native form, nutmegs with the mace around them, &c.; another to objects of a medicinal nature; and another to minerals. There is likewise a good collection of seaweed, shells, and sponges.

"*Paper* is shown in its process of manufacture at home; there are likewise specimens of Indian paper, and those substances on which experiments are now being made, in order to ascertain their adaptation to this department of trade.

"I would also state that besides the articles enumerated, there is a collection of gums, dyes, pulses, and a quantity of miscellaneous objects, among which may be mentioned coffee in the husk, cocoa nuts whole, and the edible bird's nest from Java."

School libraries. I have to report an increase of school-libraries. Under this term I include all collections of instructive or amusing books for the use of the inhabitants of the parish or district, kept in the school-room or class-room. I am glad to observe an increase of works of imagination in these collections. If such books be of any value to the higher classes they are doubly valuable to the working men, in whose minds the hard realities of life leave scarcely any room for the exercise of the imagination or the play of the fancy.

Book-hawking. Some book-hawking associations have also been at work with fair success. From these locomotive, as from the stationary libraries, it is not wise to expect large results at present. Until our working population shall have staid long enough at school to enable them to read with ease and pleasure, no quantity nor quality of books will affect them to any extent. The great mass of our working men never can be students; but it is very desirable—becoming more so every year of the nation's existence—that they should be able to read for themselves, and thus, to a certain degree, judge for themselves, the great and interesting questions—social, political, scientific, and literary—which are discussed in the leading newspapers and reviews.

Drawing schools. As an important branch of modern education, I have to regret that drawing has made little progress in the Yorkshire schools. In the whole number under inspection only sixteen have offered candidates for examination in this exercise.

Sheffield, Leeds, and York are the only towns where definite and satisfactory results have been obtained. At the thriving towns of Halifax, Huddersfield, and Bradford, little has been

attempted. Hull and Rotherham have presented a few candidates, the latter town with fair success. The whole result stands thus :—

Results in Yorkshire.

Place.	Number of Candidates.	Prize.	No Prize.
Leeds, St. Philip's - -	2	1	1
„ Little London -	2	2	0
„ Kirkstall - -	3	0	3
„ Headingley - -	1	0	1
Sheffield, Trinity - -	2	0	2
„ Pittsmoor - -	2	1	1
„ Carver Street -	2	1	1
„ St. Paul's - -	1	1	0
Wadsley - - - -	1	1	0
York, Manor - - -	4	1	3
„ Micklegate - -	4	2	2
Hull, Christ Church -	4	0	4
Rotherham - - -	4	2	2
Whiston - - - -	1	1	0
Brampton Bierlow - -	1	0	1
Loundside - - -	1	0	1
	35	13	22

School gardens.

It is not in my power to report any increase or improvement in school-fields or gardens in Yorkshire, with the solitary exception of Elsecar, where, with his usual liberality, Lord Fitzwilliam has given a piece of ground to be cultivated by the boys attending the handsome and well-conducted schools which he has built in that village. At the time of my annual visit (August) the ground had been in hand so short a time that the skill and industry of its young cultivators could not fairly be tested by it; but I am in good hope of satisfactory results here before the end of another year.

I must express my satisfaction that the principal of the York training school (Rev. H. G. Robinson) has practically turned the attention of its students to school-gardening, by allotting to them plots of ground, and by manfully taking one in hand himself. There can be no doubt that the masters who go forth from this institution will thus be more willing and more able to give instruction on the subject, and to shew by example as well as by precept the healthiness and profit of such pleasant labour.

Teachers' associations;

The School-teachers' Associations in my district are increasing in number, activity, and usefulness. From two of them I have received a list of the subjects discussed during the year, or on which papers have been read by some of the members. A glance at these lists (Appendix B, 3 and 4) will show that the

their im ceed

great majority of the subjects are professional and practical. The few which do not come directly under these heads are but little removed from them, and are questions either of social or literary interest. I have been given to understand that a considerable discussion has arisen this year, in the General Association of Church Schoolmasters, whether persons belonging to any beside the scholastic profession should be admitted as members of its body. I am inclined to say, from some opportunities of judging on this point, that the answer should be in the negative. A schoolmasters' association should really consist of schoolmasters, and of schoolmasters only. Admixture of any other material prevents a true amalgam; free discussion is checked, professional subjects are too tenderly handled, complaints are either stifled or exaggerated, men do not quite speak their minds. There is thus some amount of untruth and unreality in the whole proceedings. And why, it may reasonably be asked, should clergymen, or lawyers, or medical men, or bankers, or country squires be members of a schoolmasters' association? Does an archbishop ever seek admittance into the United Service Club, or a judge desire to become one of the College of Surgeons? And why not? Simply because these are associated bodies of professions other than his own. The same feeling, I had almost said delicacy, should prevail with regard to teachers' associations. I say this advisedly, though I am myself a member of such an association. There is indeed one difference in the circumstances of these and of other associated professional bodies. The schoolmaster is by no means a wealthy man. When he has allotted some of his small income to charitable purposes, and some to the increase of his library, he has little to spare. A Teachers' Association can hardly be supported, certainly cannot act with life and vigour, without considerable expense. There is, I have good reason to suppose, difficulty in raising the necessary funds from the schoolmasters themselves. But there is no well-educated man who is "better off" in the world who ought not to be as ready to give, as they ought to be willing to receive, assistance for so important an object. If it seemed good to them to admit as honorary members of their society members of other professions who rejoiced to contribute to their funds; if, once a year, at the annual meeting, or on some occasion not of professional business but of general interest, they thought fit to invite the attendance of such honorary members, and to spend together some hours of social enjoyment; they would, I think, judge and actrightly, and I believe that many of the most intelligent and earnest men of the day would be enrolled in their lists.

their constitution.

School prize-scheme.

The question whether a prize-scheme, similar to those which

have proved so successful in Staffordshire, might not be advantageously adopted in the coal and iron districts of South Yorkshire, has been again urged by me, and received with interest by some of the most influential owners and workers of coal; but it has been postponed for a time in consequence of the absence of some of those whose cooperation was thought necessary. Three of the Teachers' Associations in the neighbourhood, those of Sheffield and Hallamshire, Barnsley, and Wentworth, memorialised Earl Fitzwilliam on the subject, who expressed his readiness to do what lay in his power to promote the object of their memorial (see Appendix). I must express my great regret that any delay has occurred. Doubtless there are difficulties in the way, not the least of which is the choice of a secretary with position, intelligence, zeal and single-heartedness sufficient to carry out successfully so great and delicate a work.

Conclusion.

In conclusion, let me state summarily the impression which last year's inspection in Yorkshire leaves on my mind. It is not, on the whole, satisfactory, nor is it satisfactory in the most important points. We may, I believe, assume that the school instruction of working children is much more intelligent than it was, that it is more fully and heartily given by the teacher, more thoroughly received and digested by the scholar. This must needs be so; the increase and improvement of the training schools must needs effect this, though a very large portion of the good that would arise from the improvement of the teacher is altogether lost by the tender age of the children in his school.

Result instructional.

But Instruction is not Education, though it often stands for it, and sometimes even stands in the way of it.

And we must not forget that there are many children who have no instruction at all, who never enter a school. Their number in the great towns of Yorkshire is very considerable.

Result educational.

But it is impossible for any earnest man to be satisfied with even the most intelligent instruction if it produce no higher results, if it have merely an intellectual or commercial value, and bring forth no fruits in the moral and religious life. The operations of your Lordships' Committee have now been continued for fifteen years. For the last ten years those of your Minutes which have had the most tendency to improve the position of the teacher and elevate both his character and attainments, to form and support a class of efficient assistants to him, and furnish his school with all appliances and means for its great objects, to aid in all those points where assistance is most needful, have been acting upon and penetrating into the elementary education of the country. In that space of

time at least three school-generations have passed away and entered upon their work in life. We are justified, therefore, in looking for results, not instructional only, but educational;—results such as these, greater steadiness of conduct in young people, more truthfulness both of word and action, more thoughtful obedience to parents and all in authority, more cheerful contentment in the state to which God has been pleased to call them; in short, a more truly religious life in the humble but hearty endeavour to do their duty towards God and towards man. If there be little or none of this higher life, then there is little or no education. And if you ask of those who are best able to judge of the moral and religious state of the rising generation, if you ask of the clergy, of magistrates, of manufacturers, of official people whose position gives them information on this important subject, or of those, now not few, earnest men who devote their time and their talents and their wealth to the redress of social evils and the well-being of their fellow-countrymen, the answer is not often satisfactory. You hear of a few isolated cases of improvement, you hear of many going on in the old and broad way. On all sides you hear of the little regard paid by young people to parental authority, of the great love of dress, and carelessness about running into debt, of pleasure-seeking at cost of time, money, and character, above all, of the increase of drunkenness, that fruitful mother of all other vices. It is impossible, my Lords, to hear all these constantly reiterated statements, and to be convinced of their general accuracy, without feeling that, whatever may have been earnestly and rightly attempted towards the education of the working classes, there is but little yet really done, enough perhaps to shew us the way by which further attempts may be successfully and more speedily made, but altogether insufficient to satisfy any one who does not wilfully shut his eyes and stop his ears to the sights and sounds of the every-day life of the working-classes of this great country.

I have the honor to be, &c.

F. WATKINS.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected in Yorkshire, by Rev. F. Watkins, Rev. G. R. Moncreiff, and Rev. A. R. Grant.

Summary *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
372	128	121	82	202	68,716	43,592	45,817	264	693

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·06	4·81	6·94	11·08	12·87	14·14	13·55	12·27	9 72	7·13	3·04	1·4

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
46·07	22·94	13·51	8·48	5·	4·

Summary *b*.

Aggregate *Annual Income*, as stated by Managers, of 357† of Schools enumerated in Summary A.								Average Income per Scholar in attendance.†
From Endowment.		From Voluntary Contributions.		From School Pence.		From other Sources.		Total.				
£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	s.	d.
2,261	10 10½	11,627	0 3½	16,389	7 5½	3,097	4 8½	33,375	3 3	15	4½

Aggregate *Annual Expenditure*, as stated by Managers, of 375† of Schools enumerated in Summary *a*.						Average Expenditure per Scholar in attendance.‡		No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.		Books and Apparatus.		Miscellaneous.		Total.				
£	s. d.	£	s. d.	£	s. d.	£	s. d.	s.	d.	
26,723	6 6½	2,063	2 11½	6,620	5 5½	35,406	15 2½	16	4	43,306

* At the date of closing these Summaries.

† The number of Schools inspected during the year was 372; but from 15 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

Summary *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	88 1 8	175	111
	Uncertificated	40 9 3	135	66
Schoolmistresses	Certificated	64 3 0	75	27
	Uncertificated	27 0 0	102	38
Infants' Schoolmistresses	Certificated	58 19 9	14	10
	Uncertificated	30 8 0	53	12

Summary *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
318	50,478	19·54	55·46	18·14	4·16	2·7

APPENDIX B.

(1.)

REV. SIR, 6, Clifton Terrace, Rotherham, 27 October 1855.

AT a special meeting of the members of the Sheffield and Hallamshire Church of England Schoolmasters' Association, held this day in the National School Room, Carver-street, Sheffield, it was unanimously resolved that a copy of the memorial now agreed upon be forwarded by the chairman to the Rev. F. Watkins, Her Majesty's Inspector of Schools.

In compliance with the above resolution, I beg to forward a copy of the document alluded to.

I have the honor to be, &c.
(Signed) JOSH. WARD.

MEMORIAL (to EARL FITZWILLIAM.)

MY LORD,

WE, the members of the Sheffield and Hallamshire Church of England Schoolmasters' Association, most respectfully beg to approach your Lordship touching a matter which we believe deeply concerns the educational welfare of the working classes of this important district in South Yorkshire, and to which we understand your Lordship's attention has lately been invited by the Rev. F. Watkins, Her Majesty's Inspector of Schools for this county, viz., the formation and establishment of a scheme of prizes, to be judiciously distributed after examination amongst the deserving of those attending our elementary schools under Government inspection.

In October 1854, at a meeting of the members of this Association, the desirability of taking measures to form such a scheme was considered, the result of which was a determination on our part to forward the following memorial to the Rev. F. Watkins, to which we now most earnestly solicit your Lordship's serious consideration. (Here is inserted *verbatim* the memorial.) Another year's experience but more strongly confirms us in the conclusions at which we arrived last year, and furnishes us with additional reasons for urging this important subject upon the attention of the friends and supporters of education. Seeing then that your Lordship's character for liberality is so established as to form an example to the wealthy of this neighbourhood, we humbly trust that your Lordship will authorise our much respected Inspector, the Rev. F. Watkins, to call a meeting *forthwith* of the landowners, coalowners, manufacturers, and those practically engaged in the work of education connected with this rich and populous district.

Signed, on behalf of the meeting,
JOSEPH WARD, Chairman.

(2.)

GRANTS made by the COMMITTEE of COUNCIL on EDUCATION to large TOWNS IN YORKSHIRE.

	1854. £	s.	d.	1855. £	s.	d.
Leeds	1,839	10	0	2,283	0	0
Sheffield	1,138	0	0	1,422	0	0
Bradford	753	0	0	1,168	0	0
Hull	920	0	0	859	0	0
Halifax	763	0	0	1,087	0	0
Huddersfield	811	0	0	710	0	0
York	810	0	0	790	10	0
Wakefield	285	0	0	277	10	0
	£7,319	10	0	£8,597	0	0

(3.)

LEEDS CHURCH SCHOOLMASTERS' ASSOCIATION.

LIST OF LECTURES FOR 1855.

February. P. C. School. Mr. Bamforth.	Popular education—the educators and the educated.
March. St. George's School. Mr. Hutchinson.	The progress of maritime commerce.
April. P. C. School. Mr. Wood.	The causes of unpunctuality and irregularity of attendance in children, and the remedies.
May. St. George's School. Mr. Harding.	On the proper method of treating the auxiliary verbs .
June. P. C. School. Mr. Bolton.	The construction of school buildings, with particula r reference to position, relative proportions, ventilation, and necessary appendages.
August. St. George's School. Mr. W. Carr.	The advantages and methods of teaching music from notes.
September. P. C. School. Mr. G. Carr.	The necessity of making instruction systematic and progressive, and the registration necessary to enable the teacher to ascertain the standard of his school's acquirements.
October. St. George's School. Mr. Lyne.	The leading features of the youthful mind, and the spirit and principles on which a teacher should act in training it.
November. P. C. School. Mr. Brierley.	On promptitude and precision in the various changes and movements of a school.
December. St. George's School. Mr. Tinker.	The advantages which schoolmasters's associations confer upon teachers and their schools.
	Supernumerary Lectures.
Mr. Holmes.	On the changes made in the divisions of the Liturgy.
Mr. Thackeray.	The literature, religion, and laws of the country in the reign of Elizabeth.
Mr. Lamb.	Our Church history.

(4.)

PAPERS read before the HALIFAX CHURCH SCHOOL TEACHERS' ASSOCIATION.

The inaugural meeting was held on Saturday, 18 March 1854, when the Rev. J. H. Gooch, President, delivered an address on the subject of "Education." Since that time papers have been read as follow:—

Subject.	Date.	By whom delivered.
	1854.	
The benefit of mathematical studies in a liberal education, and their application to the mathematical course of instruction in our National schools.	April 22	Mr. Norris, King Cross.
Whether Sunday schools are fulfilling the objects for which they were originally designed.	May 20	Mr. Stevens, Crosshills.
The art of teaching - - -	June 17	Mr. Gibson, Copley.
Teaching geography - - -	July 22	Mr. Cookson, Grammar Sch., Barkisland.
Sunday schools - - - -	Aug. 27	Mr. Brown, Parish School.
Drawing and design - - -	Sept. 16	Mr. Greenwood, Luddenden.
The form and magnitude of the earth -	Oct. 21	Mr. Fearn, Southowram.
Discussion on "Home lessons" - -	Nov. 18	——
Principles of success in a National school -	Dec. 16	Mr. Turner, Queenshead.
	1855.	
Annual Meeting - - - -	Jan. 20	——
Discussion on the "Games to be allowed in the playground."	Feb. 17	——
The training of pupil-teachers - -	Mar. 17	Mr. Washington, Coley.
Discussion on the "Educational measures then before Government."	April 21	——
Separation or non-separation of the sexes for the purposes of instruction.	May 19	Mr. Gibson, Copley
Training the intellectual faculties - -	June 16	Mr. Brown, Parish School.
The Minutes of Council for 1854–5 - -	July 21	Mr. Stevens, Crosshills.
Illustration as an auxiliary to the teacher -	Aug. 18	Mr. Jones, Harewood.
Rewards and punishments in schools -	Sept. 15	Mr. Turner, Queenshead.
Works of Macauley - - - -	Oct. 20	Mr. Anderson, Haley Hill.
Electro-magnetism - - - -	Nov. 24	Dr. Paley, of Halifax.

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools, the* Rev. E. DOUGLAS TINLING, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* DORSET, SOMERSET, DEVON, *and* CORNWALL.

MY LORDS, Bath, January 1856.

I BEG leave to lay before your Lordships my ninth Report on the schools under inspection in the counties of Dorset, Somerset, Devon, and Cornwall.

Of the following tables the first shows the manner in which my time has been occupied during the past year; the second shows the number of schools visited, with the number of scholars and teachers therein:—

1. *Employment of time.*

Inspecting Schools.		Examining Candidates.			Revising Papers.		Journeys.	General Report.	Correspondence and Conference.	Vacation and private business.	Illness.	Sundays.	Total.
Elementary.	Normal.	Pupil-teachers.	Certificate.	Registration.	Pupil-teachers.	Teachers.							
No. of days 109	8	13	11	3	16	14	8	24	48	36	23	52	365

2. *Inspection of Elementary Schools.*

Number of separate institutions visited.	Number of Schools under separate Teachers.	Boys.	Girls.	Infants.	Mixed.	Number of Children in attendance in Schools.	Number of Pupil-teachers in these Schools.	Number of Certificated Teachers.	Number of Registered Teachers.
127	190	65	54	20	51	17,775	280	95	19
Account of the Schools visited by the Rev. R. F. Meredith, from Sept. 1, 1854, to Aug. 31, 1855.									
140	181	40	41	12	88	11,878	154	65	2

Upon a general review of my last year's work, I am able to report that there is a steady improvement in the schools under inspection throughout my district. Inspection itself is more sought after, and more appreciated; the pupil-teacher system more largely adopted, and the benefits accruing from it more realized; the capitation grants are aimed at by many, and obtained by a much larger number than in the year 1854; the applications for certificated teachers are far more general. Yet for all this, there are a great many schools scattered

throughout the extent of my district, which are neither improved nor improving; there are a large number of children who are altogether without education; and the amount of moral and religious training which is given to the children of the poor in the generality of schools, even of the better schools, is not found as extensive, deep, and lasting as it should be.

The causes of these defects are various, but there are one or two which seem especially to demand attention.

1. In many parishes the school managers are unable at this time, and under present circumstances, to raise their schools to the requirements contained in your Lordships' Minutes; and, without the aid of Government grants, there is little hope of improvement. And this applies to a large number of parishes in my district, in some of which there is a real anxiety to progress, whilst in others, I grieve to say, the school is simply existing without activity and without life.* For the children of the poor, then, in these places, it does appear to me essential that something should be done, either in a way similar to that proposed by me in 1853-54, viz., "for the space of three or four years to afford some *special* aid in proportion to the local efforts, &c.," or by such other means as might prevent the labouring classes from continuing almost entirely without education, owing either to their own inability to procure a good school for their children, or to the lukewarmness of others over whom they have no possibility of control.

Many of the clergy already contribute towards the support of their schools to an extent beyond what, in my humble opinion, is required at their hands; whereas, in many parishes, the possessors and occupiers of the land, mill, and factory property, especially if non-resident, do not as yet grasp the reality that it is their duty to see that the children of the poor have a good and efficient school provided for them, in which they may be taught their duty toward God and man, and be instructed in those common things which will be useful to them in every-day life.

There are most happy exceptions, many of our wealthy landowners and possessors of property do give largely and liberally toward the education of the working classes, and in these localities we find the attendance of the children more regular, the school apparatus better, and the school of a superior order. I might instance the free school of Milton Abbot, wholly supported by the Duke of Bedford; the school at St. Ewe, by John Treemayne, Esq.; at Carclew, by Sir Charles

* In certain parishes, with large population and abundant wealth, the children of the poor are left without any day school whatever.

Lemon, Bart., M.P., whose willingness to support every good work which can tend to the improvement of the condition of the working classes is well known; and the schools in that populous parish of Illogan, including Pool and Trevenson, which was wholly maintained by that most earnest and devoted educationist, the late Baroness Basset, &c. &c.

Again, there are other classes who up to the present time have in no way contributed their portion to the great work. In our country parishes you do not find that the subscription list contains many names of the resident farmers, nor in our towns are the persons equally engaged in business found to be the supporters of the education of the children of the poor.

Of course a rate, if carried, would oblige all parties to take their share in providing funds for the maintenance of an efficient school, and in this respect much good would be effected; yet there are many points in connexion with the interior working of the parish school which would render the practical carrying out of a rate extremely difficult, if any distinctive religious teaching is really to be upheld.

At present there is no doubt but that the education of the country falls too heavily and too exclusively on individuals, but there is through the present imperfect system so great an amount of Christian sympathy and of real New Testament teaching elicited, that I would rather strive to open the hearts of men to the furtherance of the education of the young by free and hearty consent, than by the compulsion of an educational rate, which I fear would materially weaken the missionary character which at this time pervades so much of the teaching in our poor schools.

2. The early age at which the children are removed from school.

Without a doubt the emigration of past years, and the number of young men and boys day by day called into our army and navy to serve their country in the present war, are amongst the causes of this early removal. So, again, the high price of provisions is an inducement to parents to lose no opportunity of making money through the labour of their children whenever chance work may appear to fall within their reach. And, again, the kind of instruction given in our schools is not such as to bring back an immediate return; and little or no reward is held out in the way of prizes in after-life to the better trained and educated children; and thus it happens that at the age of ten, eleven, and twelve years, boys and girls are removed from school to undertake at once the hard and unceasing labour of active life.

And this early removal of children from school will continue

as long as the employer of child-labour is permitted to make use of little children of any age for the period of an entire day. To repeat the words of my report, 1854-55, "If by any legislative measure, children under a certain specified age could be withheld from day-labour, either for half the day or for half the week, it would most materially assist to remedy this evil;" and I am confident that the feeling, which I recorded last year, as "existing in my district," viz., "that some enactment of a similar character to the act for factories would be a legitimate means of enabling us to give a sound and useful education to the children of the poor," is increasing day by day, and taking a deeper hold on the minds of those who enter fully into the educational question.

But, as our schools exist at present, it is not the only evil that the children leave at the age of ten, eleven, and twelve years, for, even at an earlier age, and during the time that they are considered to be at school, they are so irregular in their attendance that it is impossible to have any real and lasting hold upon them by school teaching.

You may impress upon them a few sacred truths. You may give to them the power to work a few easy sums, an aptitude in writing, with the knowledge of the situation of a few places upon the map, but you do not—you cannot train those children for time or eternity—you cannot infix upon their hearts and lives deep and lasting principles, without which education is but a bare name—you can feel little confidence as to the after-life of those children, or at any rate have little ground for your confidence. The very fact that children of any age can be at work day by day and week by week affords the teacher a ready excuse for not sifting the cause of a child's absence from school, and also gives an opening to the parent to keep the child at home upon every occasion without attempting to give a reason for that absence to the school authorities; and so it is that from the tender age of the children who do attend school they are able to learn very little, and from their irregular attendance at school that little is but imperfectly known; whilst the moral and religious training is of necessity weak and ineffectual; and what other result could be expected when the first principles of discipline, order, punctuality, attention to duties, and value of time can be enforced in so slight a degree upon the children?

I look upon the half-time system, if brought to bear upon our country parishes, as likely to be very beneficial, not only because employers will no longer be able to make use of the whole early life of our little children, but also, because by that very half-time the children themselves will be learning some

daily lesson in practical life, and whilst engaged in manual labour may also have their intelligence aroused, and their minds trained by attending a good parish school.

There are other causes which tend to lessen the effect which might be produced through our parochial schools, amongst which I would instance, 1st, the lack of missionary spirit in many of our school teachers; 2nd, the little knowledge which is possessed by the teachers of the individual life and character of their pupils. In the instruction of the children of the poor these seem to be essential, for where the home and home-life of the children is hard and rough, they need to have a home and a shelter provided for them in their parish school; and where, exterior to the school, they find the will and word of God disregarded and set at nought, the school should evidence to them Christian life and character, which must (if it appear at all) be manifested in the teacher himself; so too, if you are to influence children for good, it must be not only by school lessons, but by the holy example set before them—by letting them see that you know and understand their character, can sympathize with them in their difficulties, encourage them in their work, and so become partakers with them both in their joy and sorrow,—in the things of time and of eternity.

I would now refer to those schools in my district in which the managers have been endeavouring to carry out your Lordships' Minutes.

The steady increase in these schools, as also in the number of certificated teachers, will be seen by the following Tables:—

NUMBER of SCHOOLS under distinct Teachers in which Pupil-teachers have been sanctioned.

Counties.	1849.	1850.	1851.	1852.	1853.	1854.	1855.
Somerset	36	44	55	50	40	59	65
Dorset	16	19	20	22	27	33	40
Devon	27	36	44	49	57	66	77
Cornwall	23	32	38	29	33	30	38
Total	102	131	157	150	166	188	220

NUMBER of Certificated Teachers.

Counties.	1849.	1850.	1851.	1852.	1853.	1854.	1855.
Somerset	9	12	12	20	27	34	51
Dorset	10	12	8	12	12	19	34
Devon	6	9	17	23	29	35	43
Cornwall	7	9	10	10	18	21	31
Total	32	42	47	65	86	109	159

The number of apprenticed pupil-teachers is also advancing in proportion—

Counties.	1854.	1855.
Somerset - - -	115	136
Dorset - - - -	62	76
Devon - - - -	131	140
Cornwall - - - -	66	76
Total - -	374	428

The capitation grants made in the year 1855 have nearly doubled those which were made in the previous year—

Counties.	1854.	1855.	No. of Schools receiving Grants.
	£ s. d.	£ s. d.	
Somerset - - - - -	100 3 0	160 8 0	26
Dorset - - - - -	109 6 4	154 1 0	21
Devon - - - - -	113 3 8	223 5 0	23
Cornwall - - - - -	113 13 0	207 10 0	22
Total - -	436 6 0	744 4 0	92

I append a list of the schools in their respective counties to which capitation grants have been made since the time of my last report; together with the number of children who had been present the required number of days in these particular schools—

Somerset.	Boys.	Girls.	Dorset.	Boys.	Girls.
Cannington - - -	5	1	Stinsford and Bockhampton.	9	8
Butleigh - - -	13	6	Whitchurch Canonicorum	13	—
Pitminster - - -	10	6	Compton Nether and Over	—	9
North Petherton - -	18	11	Sherborne - - -	46	—
North Curry - -	19	17	" Newlands -	8	—
Bishop's Hull - -	15	7	Broadwinsor - -	7	5
Wellington - - -	10	5	Marshwood - -	8	9
" Rockwell Green	16	8	Wemborne - - -	50	41
West Pennard, Infants -	16	27	Osmington - - -	—	12
" " Mixed -	26	27	Corfe Castle - -	12	37
Yard-Nettlecombe - -	8	6	Kingston - - -	20	10
Downside - - -	9	—	Stalbridge - - -	6	33
Combe St. Nicholas -	26	13	Blandford - - -	30	—
Buckland Dinham - -	8	2	Maiden Newton - -	20	10
Castle Carey - -	9	10	Powerstock - - -	10	3
Keene - - -	3	10	Langton Maltravers -	13	24
Nailsea, Ch. Ch. - -	16	8	Holt - - -	16	14
Thorn Falcon - -	—	9	Hinton Martel - -	11	5
Wellow - - -	10	7	Gillingham - -	9	8
Nailsea, Parochial -	14	9	Stower Provost and Todbere.	8	6
Freshford - - -	5	5	Kington Magna - -	16	13
Bleadon - - -	13	7			
Combe Down - -	18	—			
Backwell - - -	18	2			
Weston Bate - -	40	38			
Failand - - -	7	7			

Devon.	Boys.	Girls.	Cornwall.	Boys.	Girls.
Upton Pyne	24	23	Chasewater	28	9
Axmouth	13	5	Devoran	13	14
Axminster	33	17	St. Feock	15	5
Kingsteignton	9	3	Stoke Climsland	18	13
Paignton	4	16	Stratton	7	9
Halberton	40	39	Illogan	74	—
Thorverton	14	—	Trevenson	73	—
Plympton St. Mary	36	25	St. Ewe	29	14
St. Mary Church	26	5	Crowan	—	34
Kelly	22	—	Mylor Bridge	—	27
Milton Abbot	—	10	Pool	—	43
Ilfracombe	20	29	Menheniot	23	11
Northam	15	6	Merrymeel	14	19
Bishopsteignton	28	12	Tywardreath	30	—
Dodbroke	13	9	Baldin	34	16
Okehampton	33	31	St. Breward	1	3
Combe Martin	8	24	Tuckingmill	37	13
Chagford	26	10	Breage	15	18
Ottery St. Mary	15	—	Scilly, Tresco	9	10
Awliscombe	10	2	„ St. Mary	25	14
Dawlish	41	36			
Holsworthy	26	8			
Ermington	26	13			

Of the apprentices as a body I am able to continue to report favourably; they are working well in their schools, are a great help to the teachers and children, and, considering their age, position, and in some instances their peculiar temptations, they are conducting themselves satisfactorily. Many are likely to become most valuable teachers, whilst the great body of those who have completed their term of apprenticeship have availed themselves of the privilege offered them of becoming candidates for Queen's scholarships in our training institutions, or, failing in that examination, have become students in the training schools without that advantage, or, as is the case in many instances, have entered at once upon the duties of a school teacher, being unable to meet the expense of additional training. A very small proportion have given up the profession altogether in this South-western district. As a very erroneous impression on this subject has gone abroad, and statements have been made so contradictory to the evidence afforded by the apprentices in this district, I append a list of the pupil-teachers who have completed their course of apprenticeship, with a column showing whether or not they have entered a training college—have taken charge of an elementary school without training, or have entered some other profession:—

SOMERSET.

NAME OF SCHOOL.	Sex.	Name of Pupil-teacher.	Whether as a Queen's Scholar, or otherwise trained.	Not trained, but entered at once as Elementary Teacher.	Engaged in other Professions.
Bedminster	B.	Exon	-	In a school.	—
"	"	White	Queen's Scholar.	—	—
"	"	Welsh	" "	—	—
"	"	Bishop	Trained.	—	—
"	"	Bickle	"	—	—
"	G.	Morgan	Queen's Scholar.	—	—
"	"	Sayers	" "	—	—
"	"	Thorne	" "	—	—
"	"	Bevan	" "	—	—
Bishop's Hull	"	Macey	" "	—	—
Bridgwater	"	Elworthy	" "	—	—
"	B.	Fisher	" "	—	—
"	"	Hartwell	" "	—	—
"	"	Elworthy	" "	—	—
Bath, Beacon Hill	G.	Rawlins	-	In a school.	—
" Lyncombe, St. Mark.	B.	Ullyeth	Queen's Scholar.	—	—
" "	G.	White	" "	—	—
" "	"	Trowbridge	" "	—	—
" "	"	Holbrow	" "	—	—
" Walcot, Par.	B.	Chapman	" "	—	—
" "	"	Gregory	" "	—	—
" "	"	Whittaker	-	-	Clerk in office.
" "	"	Pratt	-	-	" "
" "	"	Withers	-	-	Seeking for clerkship.
" "	G.	Withers	Queen's Scholar.	—	—
" "	"	Hodder	-	In a school.	—
" Widcombe, Par.	B.	Fleming	Queen's Scholar.	—	—
" "	"	Smith	-	-	Clerk in office.
" "	"	Kingston	-	-	" "
" "	G.	Cook	Trained	—	—
" "	"	Bowden	Queen's Scholar.	—	—
" St. Saviour	B.	Sainsbury	-	-	Clerk in Crimea.
" "	"	Wootton	Queen's Scholar.	—	—
" Weymouth House.	"	Penney	-	-	Clerk in office.
" "	"	Dodge	Queen's Scholar.	—	—
" "	"	Hazard	-	-	Teacher in Middle School.
" "	"	Twite	Queen's Scholar.	—	—
" "	G.	Blatchley	" "	—	—
" "	"	Roberts	" "	—	—
" "	"	Vincent	" "	—	—
" "	"	Martin	-	Assistant Teacher in school.	—
Combe Down	B.	Greenaway	Queen's Scholar.	—	—
Cannington	G.	Farthing	-	-	Married.
Crewkerne	"	Cox	Queen's Scholar.	—	—
Clevedon	"	Winsor	" "	—	—
Evercreech	B.	Carter	-	Assistant Teacher in school.	—
Frome, Selwood	"	Dyer	Queen's Scholar.	—	—
Failand	"	Bryant	Trained.	—	—
Martock	"	Stapleton	-	In a school.	—
Milverton	"	Stevens	Queen's Scholar.	—	—
"	"	Frost	Trained.	—	—
"	G.	Stevens	Queen's Scholar.	—	—
"	"	Stevens	" "	—	—
North Petherton	B.	Slocombe	" "	—	—
North Curry	G.	Edwards	Trained.	—	—
Pitminster	"	Watts	Queen's Scholar.	—	—
Paulton	B.	West	-	Assistant Teacher in school.	—
"	"	Hart	Queen's Scholar.	—	—
Portishead	G.	Lovell	-	In a school.	—
"	"	Robbins	-	" "	—
"	"	Hyatt	-	" "	—
"	"	Guard	-	" "	—

Name of School.	Sex.	Name of Pupil-teacher.	Whether as a Queen's Scholar, or otherwise trained.	Not trained, but entered at once as Elementary Teacher.	Engaged in other Professions.
Radstock	B.	Hulton	Queen's Scholar.	—	—
"	"	Smith	" "	—	—
Taunton, Central	"	Dyke	" "	—	—
" "	"	Ash		In a school.	—
" "	"	Tucker		" — "	—
" "	G.	Small	Queen's Scholar.	—	—
" Trinity	B.	Chick	" "	—	—
" "	"	Wood	" "	—	—
" "	G.	Bussell		In a school.	—
" "	"	Basset	Trained.	—	—
Twerton	"	Gilbert			Going to emigrate.
Weston-super-Mare	B.	Norvill	Queen's Scholar.	—	—
" "	"	Palmer		—	—
" "	G.	Fisher	" "	—	—
" "	"	Stanley	" "	—	—
Weston Bate	B.	Hamilton	" "	—	—
Wraxall	"	Price	" "	—	—
Wellington	"	Loney	" "	—	—
Yeovil	"	Browne	" "	—	—
"	"	Prowse	" "	—	—
"	"	Napper	" "	—	—

Cornwall.

Austle, St,	B.	Edwards	Trained	—	—
"	"	Williams	Queen's Scholar.	—	—
Altarnun	"	Downing	" "	—	—
Baldin	"	Northey	" "	—	—
"	"	Kent		In a school.	—
Breage	"	Riddington	Trained.	—	—
Crowan	G.	Pascoe		In a school.	—
"	"	Goldsworthy	Queen's Scholar.	—	—
Chasewater	B.	Tyack	Assistant Teacher	—	—
Ewe, St.	"	Williams	Queen's Scholar.	—	—
"	"	Dungey	" "	—	—
Erth, St.	G.	Morley	" "	—	—
"	B.	Warren	Trained.	—	—
Hessenpool	G.	Piper		In a school.	—
"	"	Clark		" — "	—
Illogan	B.	Richard	Queen's Scholar.	—	—
"	"	Martin		—	—
"	"	Trevarthin	" "	In a school.	—
Launceston	"	Derrant		Assistant Teacher.	—
"	"	Atkins	Training.	—	—
"	G.	May		In a school.	—
"	"	Beal		" " "	—
Mylor Bridge	B.	Mitchell		Assist. Teacher	Studying music.
"	"	Blainey		—	—
"	"	Pascoe	Queen's Scholar.	—	—
"	"	James		—	—
Marazion	"	Jenkyn	" "	—	—
Penryn	"	Niness	" "	—	—
"	"	Rapton	" "	—	—
"	"	Cuttance	" "	—	—
Redruth	"	Richards	Training.	—	—
Stratton	"	Ashton	"	—	—
Isles of Scilly, Tresco	"	Nicholls	Queen's Scholar.	—	—
" "	"	Jenkyns	" "	—	—
" St. Mary	"	Hicks			Staying at home
" "	G.	Jenkyns	Queen's Scholar.	—	—
Trevenson	B.	Hancock	" "	—	—
"	"	Gribble	" "	—	—
"	"	Mill		Assistant Teacher.	—
"	G.	Endey	Queen's Scholar.	—	—
Truro, Central	B.	Carnarton	" "	—	—
" "	"	Richards		In a school.	—
" "	"	Kitto			Clerk in office.
" "	"	Green			
" "	G.	Drew		In a school.	" — "

Name of School.	Sex.	Name of Pupil-teacher.	Whether as a Queen's Scholar, or otherwise trained.	Not trained, but entered at once as Elementary Teacher.	Engaged in other Professions.
Truro, Central	G.	Eyre	—	In a school.	—
" "	"	Donne	—	" — "	—
" St. Mary	B.	Daddo	Queen's Scholar.	—	—
" "	"	Sergeant	" "		—

Devonshire.

Appledon	B.	England	Trained.	—	—
"	"	Hopkins	—	—	Gone to sea.
Axminster	"	Shopland	Queen's Scholar	—	—
"	"	Click	Trained.	—	—
"	G.	Hoare	Queen's Scholar.	—	—
Barnstaple, National	"	Philips	" "	—	—
" "	"	Purchase	" "	—	—
Bideford	B.	Newman	Trained.	—	—
"	"	Hoare	Queen's Scholar.	—	—
"	G.	Brighton	" "	—	—
Chittlehampton	B.	Saunders	" "	—	Helping his father as shoemaker.
Dawlish	"	Carpenter	Queen's Scholar.	—	—
Dodbroke	"	Davis	—	In a school.	—
Devonport, St. James.	"	Coe	Queen's Scholar.	—	—
" "	"	Wills	" "	—	—
Drewsteignton	"	Marden	" "	—	—
Exeter, National	"	Gillard	" "	—	—
" "	"	M'Kenzie	" "	—	—
" "	"	Hallet	" "	—	—
" "	"	Bedford	—	Takes a part in school and acts as secretary.	
" "	G.	Hooper	Queen's Scholar.	—	—
" "	"	Martin	" "	—	—
" "	"	Coleman	" "	—	—
" Episcopal	B.	Keenor	" "	—	—
" "	"	Callowny	" "	—	—
" "	"	Davey	" "	—	—
" "	"	Ashford	Trained.	—	—
" "	G.	Payne	Queen's Scholar.	—	—
" "	"	Weeks	" "	—	—
" Central	B.	Mugford	" "	—	—
" "	"	Boundy	" "	—	—
" "	"	Warren	—	In a school.	—
" "	"	Satterley	Queen's Scholar.	—	—
" "	G.	Martin	" "	—	—
" "	"	Weeks	" "	—	—
Exmouth	B.	Fletcher	—	—	Assisting his mother in trade.
Ilfracombe	"	Catford	Queen's Scholar.	—	—
"	"	Dart	" "	—	—
St. Mary Church	G.	Stanley	" "	—	—
Milton Abbot	B.	Bickle	" "	—	—
"	"	Hart	" "	—	—
"	G.	Padler	" "	—	—
Northam	B.	Dennis	—	—	Gone to sea.
"	G.	Penhorwood	—	—	Serving in a shop.
Plymouth Charles	B.	Heathman	Queen's Scholar.	—	—
" "	"	Bunsault	" "	—	—
" "	"	Jewell	—	—	Clerk in an office.
" "	"	Roberts	—	Assistant Teacher in a school.	—
" "	G.	Beale	Queen's Scholar.	—	—
" "	"	Basset	—	In a school.	—
" "	"	Pillar	Queen's Scholar.	—	—
Plympton St. Mary	B.	Willcox	" "	—	—
" "	"	Daw	" "	—	—
" "	G.	Belbeer	—	In a school.	—
Pilton	B.	Holmes	Trained.	—	—
Stonehouse	"	Cox	"	—	—
Tavistock	"	Merrifield	Queen's Scholar.	—	—
"	G.	Yelland	" "	—	—

Name of School.	Sex.	Name of Pupil-teacher.	Whether as a Queen's Scholar, or otherwise trained.	Not trained, but entered at once as Elementary Teacher.	Engaged in other Professions.
Tavistock	G.	Williams	Queen's Scholar.	—	—
"	"	Monk	" "	—	—
Torquay	B.	Hellier	" "	—	—
"	"	Morgan	" "	—	—
"	"	Sacherill	" "	—	—
Woolborough and Highweek.	"	Taylor	" "	—	—

Dorset.

Broadwindsor	B.	Chick	Trained.	—	—
"	"	Hopkins	- - -	—	Assisting his father.
Blandford	"	Morey	- - -	In a school.	—
"	"	Lanning	- - -	" "	—
"	"	Hellier	- - -	" "	—
"	G.	Kail	Training.	—	—
Dorchester	B.	Dennis	- - -	In a school.	—
"	G.	Baker	Queen's Scholar.	—	—
Enmore Green	"	Lush	" "	—	—
"	"	Simms	" "	—	—
Gillingham	"	Lloyd	" "	—	—
Lyme Regis	B.	Hoare	- - -	- - -	Staying at home.
Osmington	G.	Hurst	Trained.	—	—
Rampisham	"	Neale	Queen's Scholar.	—	—
Sutton Walden	B.	Spicer	" "	—	—
"	"	Lawrence	- - -	- - -	Seeking a clerkship.
Sherborne	"	Hodges	- - -	Assistant Teacher in a school.	—
"	"	Andrews	- - -	- - -	In a grammar school.
Shaftesbury	"	James	- - -	In a school.	—
"	"	Mallet	- - -	" "	—
"	G.	Dowland	Queen's Scholar.	—	—
"	"	Targett	Training.	—	—
Whitchurch Canonicorum.	B.	Brown	Trained.	—	—
" "	"	Wheaten	"	—	—
Wimborne	"	Strickland	Queen's Scholar.	—	—
"	"	Clarke	" "	—	—
"	"	Blanchard	" "	—	—
"	G.	Rodhead	" "	—	—
Wareham	B.	Laws	" "	—	—
"	"	Roe	" "	—	—
"	"	J. Roe	" "	—	—
"	"	Cooper	" "	—	—

It is deserving of notice that of the above 228 pupil-teachers who have completed their apprenticeship,—

204 { 137 are Queeen's Scholars.
26 have been trained, but not as Queen's Scholars.
41 entered at once upon the duties of school teacher.
24 gave up (at any rate for a time) the work of an elementary teacher in our poor schools.

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It will be seen that these statistics, *as far as this district is concerned*, negative such statements as the following:—That of those pupil-teachers who, "educated with so much pains and at so great a cost for the office of the teacher," do not enter as Queen's scholars into the training schools, "nearly all of them* are lost to the cause of education;" That "but a small proportion of the pupil-teachers who do not obtain Queen's scholarships find their way to the training schools;" "I do† not believe that one in five of the pupil-teachers ever become schoolmasters or schoolmistresses. Hence there is a great dearth of masters. In short, other trades pay better than that of a master, in proportion to the work done and the sacrifices made. The Minutes of 1846, therefore, have failed in this important respect;" and again, "It appears, therefore, that we are devoting‡ the public money for the purpose of educating persons, who subsequently become clerks or betake themselves to different pursuits from that for which they were intended."

I am glad to bear testimony to the zeal and assiduity of many of the teachers in my district. The trained teacher has of necessity one great and very serious difficulty to encounter, viz., his youthfulness. Apprenticed in his parish school, passed rapidly through a training institution, and brought out into a new field of work, younger than his predecessor in the office, better informed than the youths of his own class, he needs much care and thought, much interest in the work upon which he has entered, much help and counsel, much sympathy and affection from those around him, and I rejoice to be enabled to report that many under the trying circumstances of their position are overcoming local prejudices, subduing school difficulties, and so forwarding the cause of education.

As an example of the great weight which good and efficient teachers may have in a parish (if they are imbued with a missionary spirit), even in retaining children at school, I would mention that a capitation grant of 21*l.* 15*s.* was made, after my inspection in April last, to a school§ in a place where a few years ago the people had no desire for education, where local circumstances are wholly adverse to education, yet where, through the zeal and energy of the clergy, backed up by an active missionary spirit in the master and mistress, the farmers

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* Minute of Council, p. 421, vol. i., 1853-4.

† Quotation made by Sir John Pakington. *Vide* "The Times," March 17, 1855.

‡ Speech of Sir John Pakington as reported in "The Times," March 17, 1855.

§ Halberton Devon, population 1,745, purely agricultural, and scattered over 5,755 acres.

and parishioners generally have been made to look favourably upon the work of education, and the attendance has become so good and regular that the capitation grant was made for forty boys and thirty-nine girls.

Night-schools are becoming more general throughout this district, and are assuming a more regular character; but I am not in a position to report upon them at this time, as I have not been called upon to visit any of them officially.

The Reformatory school in Bath, to which annual grants are made by your Lordships, continues to do a great work for good, both amongst the juvenile offenders in the city and also amongst youths who are known to be in imminent danger of becoming criminal.

The following are the statistics of the school for the past year:—

Number of inmates on Nov. 1, 1854		28
Admitted since		39
Total		67
Sent to Canada as an emigrant	1	
Apprenticed to trade	1	
Apprenticed to H. M. Navy	12	
Apprenticed to the merchant service	1	
Sent to employment in Wales	3	
Sent to situations	5	
Procured work	2	
Returned to their parents	2	
Removed by their parents	3	
Sent to the union workhouse	2	
Absconded or absent without leave	2	
Total	—	34
Remaining on the 31st of October 1855		33

The ages are:—One of 20 years; two of 18; ten of 17; nine of 16; twelve of 15; fifteen of 14; six of 13; four of 12; three of 11; four of 10; and one of 9. Average age between 14 and 15 years.

Of the 67 inmates during the year—

Had been in gaol before entering the school	34
Had never been in gaol	33
Had been in custody, though not in gaol	11
Had been guilty of petty thefts, though never in custody	14
Of vagrant habits	12
Orphans having lost both parents	10
Fatherless	18
Motherless	10
Illegitimate	5
Could neither read nor write	27
Could read a little, but could not write	12
Wholly ignorant of every religious truth	13

Of those who have undergone imprisonment previously to entering the school—

Have been once in gaol	16
„ „ twice in gaol	9
„ „ three times in gaol	5
„ „ five times in gaol	1
„ „ six times in gaol	3

The average number of inmates during the year has been between 29 and 30, and they have been engaged at various employments in the following proportion :—

Shoemaking	5	Tailoring	5
Gardening	2	Wood-cutting	7
Washing	1	Baking	1
Hair-picking	4	Cleaning and errands	2
Sent out to work	3		

The work done, in addition to such household work as scrubbing, lighting fires, cooking, &c. is as follows :—

Aprons made	12	Boots, pairs made	16
Bags made	9	Ditto repaired	179
Bedding and clothing washed	2,901	Ditto soled and heeled	60
Blinds, wire, painted	7	Bread, 2lb. loaves made	5,157
Coats and jackets repaired	25	Coats made	11
Door-slips made	224	Shoes, children's, pairs made	2
Hair, lbs. picked	1,210	Ditto, ditto, repaired	4
Jackets made	6	Slippers, pairs made	1
Mats, coir, made	8	Wood carried in and stacked, 21 tons 15 cwt.	
Mattrasses made	6	Ditto, bundles cut and tied	85,273
Pillow covers made	12	Ditto, carried out and delivered	78,442
Rooms whitewashed, &c.	9	Waistcoats made	8
Rooms painted	1	Ditto repaired	22
Smock-frocks made	32	Window curtains made	12
Sheets made	6		
Shoes, women's, pairs made	57		

The following is a list of the articles of clothing purchased by the lads from the amount allowed to them for labour :—

Boots, pairs	62	Shirts	76
Ditto repaired	171	Smock-frocks	35
Braces, pairs	30	Ditto repaired	2
Caps	78	Stockings, pairs	32
Coats	4	Trousers	49
Jackets	4	Ditto repaired	93
Ditto and coats repaired	29	Waistcoats	2
Neckerchiefs	57	Ditto repaired	16

The Reformatory at Bramford Wood, near Exeter, has also been visited by me; but as the institution had only been open a few weeks at the time of my inspection, I would merely refer to the tabulated reports until I may have an opportunity of revisiting the school during the present year. In this institution the industrial work is agricultural.

Schools of art exist in Bath, Exeter, and Truro, and are well attended.

The number of students at the central school, Bath, is 593 :

Mechanics and artizans' class	-	81
Teachers, male and female	-	18
Children's class	-	13
Gentlemen's class	-	5
Ladies' class	-	35
		152

The master also gives instruction in the following schools:—

King Edward's school	-	22
Bath Rectory, Middle School	-	55
Blue Coat	-	70
Walcot Parochial	-	150
Weymouth House	-	150
		447
		599

With proper care and management, and under the charge of an able teacher, such schools may fairly be calculated upon as self-supporting, in populous places, provided that the first outlay be paid for by the locality.

In Exeter the numbers are :—

Artizan class, males	-	68
„ females	-	15
School Teachers' and Pupil Teachers'	-	43
Gentlemen's class	-	4
Ladies' class	-	15
		145

In addition to the above, the master gives instruction to the students at the Training College and at

Hele's Endowed School.
St. John's Hospital School.
Episcopal Charity School.
The National School.
The Wesleyan School.

The school at Truro is much smaller. I have not been able to get the exact numbers in the different classes, but the total is about 50.

I cannot close my report without taking this opportunity of expressing my thanks to the clergy and laity throughout this district for the assistance and unvarying kindness which I have received at their hands, as also to the Bishops of Salisbury and Bath and Wells for their cordial sympathy and co-operation extended to me in my official work. From the Bishop of Salisbury I have at all times received the greatest aid and encouragement; and I am confident that, through the instrumentality of Lord Auckland, the present Bishop of Bath and Wells, whose interest in the education of the working-classes is well known, the cause of education will be most materially advanced in his lordship's diocese.

I have the honor to be, &c.

E. DOUGLAS TINLING.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY REV. E. D. TINLING AND REV. R. F. MEREDITH.

SUMMARY *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
264	111	99	33	141	39,121	26,731	29,626	140	436

Per-centage of Children on *School Registers*

Aged										
Under four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·67	5·89	7·91	11·44	13·34	14·39	13·48	11·51	7·88	5·42	3·1	1·97

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
37·21	21·2	16·55	11·46	7·44	6·14

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of 253† of Schools enumerated in Summary *a*.					Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2,241 6 5½	11,163 11 2	5,948 8 11¾	2,190 9 0½	21,543 15 7¾	0 16 2¾

Aggregate *Annual Expenditure*, as stated by Managers, of 253† of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
16,280 12 10	1,472 4 10½	5,566 4 5	23,319 2 1¾	0 17 6½	26,500

* At the date of closing these Summaries.

† The number of Schools inspected during the year was 264; but from 11 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

Summary *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	83 1 9	93	54
	Uncertificated	46 16 4	163	53
Schoolmistresses	Certificated	56 7 2	44	24
	Uncertificated	28 13 5	112	57
Infants' Schoolmistresses	Certificated	66 13 4	3	3
	Uncertificated	23 6 6	31	10

Summary *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
200	27,493	73·52	21·48	2·98	·83	1·19

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools, the* Rev. M. MITCHELL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* ESSEX, SUFFOLK, NORFOLK, CAMBRIDGE, *and* HUNTINGDON.

MY LORDS, . January 1856.

I HAVE the honor to present to your Lordships my report for the year 1855.

The number of places visited by myself has been 130, of which 11 were visited twice, making a total of 141 visits, in which were inspected :— Work of inspection.

Boys' schools	61
Girls' „	54
Mixed „	66
Infant „	34
Total	215

The total number of children in these schools when inspected was 18,875. The number of miles travelled has amounted to 3,183. The number of places visited by the Rev. W. Campbell, the Assistant Inspector of the district, is 172, and the number of schools as follows :—

Boys' schools	34
Girls' „	31
Mixed „	135
Infant „	16
Total	216

The total number of scholars in the schools inspected by Mr. Campbell was 11,473, which, added to the number inspected by myself, makes a grand total of 30,348. The number of miles travelled by Mr. Campbell has amounted to 4,714.

The attendance at the schools is reported to have been much diminished by the very inclement weather of last year, and by the high price of provisions. Attendance diminished.

New buildings have been raised, or old buildings much enlarged, at the following places; viz.—at Kesgrave; Ipswich, St. Peter's (boys and girls); Lynn, St. John's (boys and girls); Huntingdon (girls); Colchester, St. Magdalen's (boys and girls); Bentley (mixed); Elton (boys); Lowestoft (infants); Waltham Abbey (boys); Halesworth (boys, girls, and infants); New buildings.

Lynn, All Saints' (infants); Hempstead (mixed); Lakenham, St. Mark's (infants). Class-rooms have been added at West Ham and Bures.

New fittings. New fittings have been put into the schools at—Boxford (mixed); Comberton (mixed); Walthamstow (girls); Stratford, Ch. Ch.; Southwold (boys); Beccles (boys and girls); Bungay (boys); Stratford, Mechanics (boys); Hudson's Town (mixed); Linton (mixed); St. Neot's (boys); Great Baddow (boys and and girls); Billericay (boys and girls); Gorleston (boys and girls).

New applications for pupil-teachers. Applications for pupil-teachers have been made by the managers of the schools at—Bungay, Hempstead, Colchester (St. Magdalen's), Southwold, Beccles, Redenhall, Wortwell, Littleport, Soham, St. Neot's, Boxford, Rendlesham; and I have examined schools with pupil-teachers in 73 places.

Ventilation and window lights. I am persuaded that too much attention cannot be paid to the ventilation of school-rooms, and the method of lighting them; and I have constantly to complain of the sensation produced in buildings with high pitched roofs, combined as they generally are with diamond-shaped window-glass. These rooms are mostly ill-ventilated; and the subject of ventilation seems to be so little understood that even the plans most highly recommended too frequently fail of success It is a curious fact that, of the pupil-teachers and mistresses who have failed in health, all, with but one exception, have taught in schools thus constructed. It would be hardly possible to produce a more conclusive proof of the baneful effects of this sort of ill-ventilated and ill-lighted room. Strangers visiting the school only for half-hours do not feel it, but there is doubtless a silent constant wearing effect, which in time does its work upon the bodily and mental health, and gradually undermines the constitution and the brain. Some managers have acted on my suggestions with regard to the ventilation of their school-rooms; and the masters and mistresses at Sudbury, Walthamstow, Saffron Walden, tell me they could not have believed that the change would have given them such relief. At Saffron Walden the expense of a new skylight was 3*l.* 10*s.*; at Sudbury 11*s.* for a window, and all windows of this description may be altered for about the same sum, viz., 10*s.* to 12*s.* I do earnestly exhort managers of schools to consider this most important question, and to put large lights into their buildings. There is a peculiar wild look about the eyes of most teachers in such rooms as I have described; and there is a heaviness and want of energy in the conduct of the school which no physical ability seems able to conquer. In regard to the unpleasant effect of the small diamond-shaped window-glass, it may be sufficient to mention that nowhere is it introduced

into the houses of the wealthy and the clergy. Even in the training colleges, though this description of window-glass may be adopted for the students, the residences of the principals are invariably furnished with large glass. Rooms so lighted are in no respect adapted to the teaching of drawing. It should be impressed upon architects that light and air are essential requisites for schools. Many of our present rooms are so dark that in the winter months the teaching hours are necessarily abridged, simply from faults in the construction of the building; the windows being too small, too few in number, inconveniently placed, or shaded by opposite houses or trees.

Successful ventilation.

The observations made last year on ventilation have been practically exemplified at Boxford school. The Rev. J. Byng has had large openings made close to the apex of the gables at each end of the school-room, and the success has been complete. The foul air rises to the roof, and, having an exit provided for it, does not consequently return downwards. At Huntingdon, I proposed that a sort of open cornice should be left all round the room, between the ceiling and the roof; on which the Rev. R. C. Black wrote to me,—"You may safely say that your scheme for ventilating the girls' school here answers *very well.*" I have extracted the following passages from my diaries, with reference to the subject of ventilation and light:—

WALTHAMSTOW.—A great improvement has been effected in removing the lattice-windows and substituting plate-glass; expense of each window is 2*l.* 15*s.*

GREAT YARMOUTH.—I thoroughly believe the nature and deficiency of the light is the cause of evil. Two of the pupil-teachers have twitches of the hands and head, arising from nervous sensibility.

SUDBURY.—Large square panes have been put into some of the windows, instead of the diamond-shaped ones, to the great advantage of the school. The expense has been 11*s.* a window.

SAFFRON WALDEN.—Improved school. Gallery and skylight added, the effect of which is good.

HUNTINGDON, WALDEN'S.—This school is improved, and working fairly. The windows are most oppressive; and the pupil-teacher has St. Vitus's dance, brought on, I believe, by their effect. The same creates a general want of energy.

———— The school is much improved. The building is much too dark, and the stove poisons the air. It is too quietly conducted, and without sufficient energy on the part of the pupil-teacher, which may be accounted for by the want of light; a skylight is absolutely necessary.

Colchester.

Your Lordships may remember that a former report directed attention to the state of education for the poorer classes in the town of Colchester. I am happy to say that measures have been taken for its improvement; and there is no doubt that, in future years, such reports of the schools in that important town will be made as shall entirely remove the unfavourable impression which may have been created.

Norwich

On a review of the condition of the district, I regret to be obliged to refer to Norwich, in which there seems to be less general educational progress than in any other large town of the five counties in which I have been inspecting. In the schools of Lynn, Wisbech, Cambridge, Huntingdon, Yarmouth, Ipswich, Colchester, and Bury, there has sprung up new life. Schools excellent in themselves have been improved, and others have been added to them; while in Norwich, with its 80,000 inhabitants, an unaccountable stagnation prevails. The model schools are excellent. The school of St. Peter's, Mancroft, is good. St. Mark's, Lakenham, is progressive, and St. Stephen's has made a good commencement. There is also an excellent infant school at Heigham. Thus are enumerated all the schools with which I am acquainted that are really doing work. There exist, indeed, many endowed schools besides, which are not under inspection; but, even taking these into consideration, I am inclined to think that this chief city of East Anglia is behind the smaller towns, and even many villages, in the education afforded to her children of the working-class. I speak thus openly and boldly, in the hope of some result, having heard with pain, from the clergy, of the very little interest taken by the laity in supporting the schools of their parishes, or in helping them to advance the moral and intellectual interests of their poorer neighbours. We may be confident that such a stigma will not continue to rest upon the inhabitants of so noble a city, but that, when once persuaded there *is* a cause, they will join heart and hand, as Norfolk men ever have done, to put themselves in a forward position. There is, it is certain, a good field for exertion, and no labour bestowed upon it will be thrown away.

North Walsham.

It is my unpleasant duty to mention that, the school at North Walsham having two years ago been placed under inspection, and the managers having applied for pupil-teachers, the master was found to be incompetent; in consequence, the trustees, acting with the clergyman, dismissed him, and obtained another who, there was every reason to think, would be efficient. The new master, however, did not turn out satisfactorily; and the managers dismissed him also. They have now placed their school again under the master whom they had previously dismissed for incompetency, though they received several applications from competent teachers. This may be regarded as an exhibition of benevolent feelings carried to an extreme. Of course, no pupil-teachers have been or can be apprenticed. The population of the parish is 3,162.

Winterton and Keasgrave schools.

I have to regret the loss this year of two of the ablest and earliest supporters of education in the district, each of whose schools I have brought annually under your Lordships' favour-

able notice,—Mr. Hume, M.P., of Winterton, and Mr. Shawe (formerly M.P. for East Suffolk), of Kesgrave. The private virtues of these excellent gentlemen will long form a topic of regret to all who had the pleasure of their acquaintance, while the benefits which they conferred on their poorer neighbours, by providing for their education, will, we trust, long survive them.

State of agricultural schools.

Your Lordships are aware that my duties have been principally confined to the inspection of large schools, and those with pupil-teachers. Reports on these alone give a most imperfect idea of the actual state of education in the district. While with truth I may speak most favourably of many of the schools in which but little further improvement can be anticipated, yet I have inspected no less than forty schools, and my colleague many more, of which the detailed reports will show that education is by no means either universal in its extent, or good in its kind, and that there are a great number of places in which, as regards the poorer class, it is still only a name. In some places, even the education that used to be given is now no longer afforded. The pressure of the times is such that the clergy,—especially those of limited incomes,—who, by their contributions as well as by their influence, have been the main support of the schools, are now unable to continue their subscriptions in some instances, and in others do so only at great and positive inconvenience. My remarks may be illustrated by the following extracts from letters which several clergymen have addressed to me:—

Deficient funds.

Letters from clergymen.

"Being anxious to carry on the school on a respectable footing, I engaged a certificated master. . . . . .The result, however, of the whole was that the school only earned about 24*l.*, and, after other subscriptions, I had about 20*l.* to pay. The parishioners think a respectable man and wife might be had, to suit their purpose, for about 40*l.* per annum. ——, Swanesey."

"If it be made a *sine quâ non* that we are to lay out much money before a grant can be obtained, there is an end of the matter. Our school cost 50*l.* in building and furnishing, and it has answered our purpose for fifteen years. ——, Hitcham."

"I hope the Government will see the great necessity of affording me some assistance, to meet the great deficiency of 30*l.* ——, Highwood."

"Our funds are far too low, and I find much of the burden will fall upon myself, as it has done ever since I have been in the parish. ——, Wiggenhall, St. Mary's."

"But, when I say this is the first parish school that ever existed here, your experience will tell you, better than my words, that at present there is very little learning among the children to inspect. ——, Halvergate."

"I have been so much discouraged by the past that nothing but a deep sense of duty could induce me to continue the Greenstead schools beyond the present year. The school presses very heavily upon my own income, there not being a single contributor towards its support among my parishioners. ——, Greenstead."

"Our funds are quite exhausted on the building and sundries, and we must be content with as few fittings as we can possibly get on with. The difficulty of getting money for such purposes in this place, where the property is very much divided amongst small owners, and the interest in the work none, is very great; yet there is an appalling amount of ignorance in this place. Great numbers are wholly unable to read. . . . . The school hitherto has scarcely come up to the average of dame schools; the late mistress could not write, and I find even the elder children entirely innocent of arithmetic and geography. We get thirty or forty children from neighbouring parishes, some of which are even worse off, educationally, than we have been. ——, Hadleigh, Essex."

"Unhappily, owing to the circumstance that the principal landowners are non-resident, there is much difficulty in raising a salary sufficient for a really good master, and, as it is, full one-third of the expense falls on myself. In order to free the school from embarrassment, I have agreed to cancel a debt of 20*l.* due to me as treasurer, and the parishioners have raised 6*l.*, in addition to their usual subscriptions, for some indispensable repairs and alterations. ——, Stratford."

"You must put ——— off your list. The mistress could live there no longer. Her salary was generally in arrears when Mr. ——— died; and after his death no single person in the parish could do anything, or give her a word of sympathy. The executors, or some persons, are in her debt to the amount of 16*l.* for arrears of salary. ———."

"I beg to add that this is a case (and there are, I suppose, many similar) in which, everything having been done by the sole exertion and at the expense mainly of the clergyman, and the continuance of the school being still contingent on his continued exertion and expenditure, it is very discouraging to find an application met only by papers not bearing on the case at all, or pointing out what are, in such a case, impossible or unreasonable conditions. The school is, I am aware, inefficient for half the children, and ought rather to be an infant school. But the solitary struggles of men placed in the position in which I find myself, if they cannot be assisted by the rules which at present guide the Council in their grants, are certainly worthy some consideration, with a view to ascertain how they may be met and encouraged. ——, Thwaite."

"I hear so much pro and con., and of so many difficulties thrown in the way of applicants, that I sadly fear we should not be able to meet the requirements. ——, Hitcham."

"Permit me to say that our two seminaries are very little better than infant schools, the two best scholars of which are only doing subtraction of whole numbers. . . . . Two things seem requisite, either to help us with a little money, say 26*l.* or 30*l.* per annum, to go on in our own way, or to take the schools entirely into your own hands. . . . . In towns or large villages, your ship-load of schedules, day-books, ledgers, minutes, and routine would be all necessary and important; for us it would be labour in vain. ——, Little Tey."

These last three extracts hint at a subject which, with all respect, perhaps your Lordships will allow me to mention; namely, the amount of forms and the number of questions now sent to school managers making application for any object connected with the Education Department.* There can be no

* Since writing the above, I have been informed that the subject has continually occupied the attention of the Committee of Council, but that it is almost impossible to reduce the forms now used so long as the present conditions are demanded by the Parliamentary Grants.

doubt that applications which might otherwise be made are thus prevented, as the managers would frequently much rather continue with imperfect schools than involve themselves in replies to such numerous questions, and possibly engage their trusts in difficulties out of which they cannot see any clear issue. It is very true that all these forms may be requisite, and may be, in fact, to those who are acquainted with them, of the most simple nature, but they do not seem to be so to persons in general; and perhaps, in endeavouring to secure legal accuracy (in matters in which, after all, there cannot be any absolute compulsion, seeing that the whole proceeding is voluntary), there may be some risk of sacrificing the higher and more valuable objects which the Committee of Council desire to accomplish. It would,—allow me to add,—very much increase the influence and extent of the operations of the Committee of Council, especially in country places, if a digest of the Minutes, showing the actual advantages offered, were to be made in a simple form, relieved of technicalities, and easy to refer to;* instead of reference being made to a number of volumes, several of which are now out of print, or contain much that has become obsolete.

In addition to the testimony afforded by the letters of the

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* The following letter accomplishes this object, to a certain extent :—

"*To the Subscribers of the Charity School, Great Yarmouth.*

"My Dear Parishioners,

"On Tuesday next a proposal will be made, unwisely I think, to induce you to sever the connexion at present existing between the charity school and the Committee of Council on Education.

"As President of the school, I feel it a duty to lay before you some information on the subject, having reason to believe a misapprehension exists.

"It is now seven years since the Committee of Council, aided by an increased Parliamentary grant, offered, upon a new system, great encouragement for the building and improvement of schools.

"The Parliamentary grant, now reaching 260,000*l.* per annum, is principally expended on the following objects:—

"1. The building, enlarging, repairing, and furnishing elementary schools and training institutions.

"2. Increasing the salaries of teachers, on satisfactory proof of efficiency, in sums varying from 10*l.* to 40*l.* per annum, over and above the salary given from the school fund.

"3. Paying from 10*l.* to 20*l.* to apprentices, who are bound for five years, who become assistants in the school, and qualified candidates for the training colleges.

"4. Providing, books, maps, and apparatus at less than half-price.

"5. In pensions to teachers after a term of service.

"6. An efficient inspection.

"The inspection is a necessary and beneficial result of these grants, in securing a proper outlay of the public money, and in aiding, by advice, the efforts of school managers,

"The inspector of the Church of England Schools is a clergyman, approved by the Archbishop. He inspects about 250 schools in the year, and, from acquaintance with the best standard, can offer suggestions highly beneficial.

State of agricultural schools—(*continued*).

clergy, many extracts from my diaries would show that the education in agricultural villages is of a most inferior character. My colleague, Mr. Campbell, in discussing this subject with me, has frequently expressed a hope that some means may be found for aiding managers to make their schools efficient, as well as less burdensome; "for," he writes, "the destitution is uniform and general." Nor is this destitution confined to the Eastern district. I have inspected the same class of school in almost every county of England, and I have met everywhere the same defects, everywhere the like com-

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"Such, briefly, are some of the advantages of the 'Government System,' as it is called.

"It is intended, not to supersede, but, to call out and aid local efforts.

"It is open to all denominations, on equal terms with the Church of England.

"Upwards of three thousand schools, now the best in the country, have taken advantage of it.

"In Yarmouth, in the last four years, upwards of 2,000*l.* have been received out of the public grants, for the objects specified, in three of our schools—calling forth about 4,000*l.* more—money which has been spent in the town.

"The charity school itself, though not benefited to the extent it might be, has received upwards of 80*l.* in three years, and, through the inspector's recommendation, various improvements have been effected in the boys' school, in which there are two apprenticed teachers, who are paid by the Committee of Council.

"You are to be asked on Tuesday to cast off these advantages.

"And why?

"Because the Committee of Council have pointed out the necessity of improvement in the discipline of the school.

"As guardians of the public grants, they have a right to point out such matters. But, while they have no power whatever to interfere, or enforce their suggestions, we ought gladly to receive their advice, in order to render our school as efficient as it is possible.

"But let us consider what will result if this proposal is carried.

"1. You will *deprive the School* of all benefits, present and future, to be obtained through the public grants and inspection.

"2. The master's salary will be *at once reduced;* neither he nor the mistress can receive any addition to their salaries; nor can they have the prospect of a pension after a term of service.

"3. The school *loses the assistance* of the two youths now apprenticed; and the care and teaching of 100 boys falls upon the master alone,—a physical impossibility.

"4. You *break faith* with those pupil-teachers, whose *indentures of apprenticeship* several of the directors *have signed;* and you inflict upon the parents a cruel injustice by turning their sons adrift, too old to be apprenticed to any other business.

"5. You do *an injury to the poor*, who, when advantages (expressly for them) are offered by the nation, ought to have them for their children.

"6. Instead of *raising* the school to be what it might be,—one of the best in the kingdom,—shrinking from inspection, you *sink* it to a position of at least mediocrity.

"7. You diminish the interest taken in it, and *cause the withdrawal* of subscriptions and support.

"Such appearing to me the serious disadvantages certain to result by withdrawal from connexion with the Committee of Council, I could not feel it consistent with my duty to omit to make known my sentiments on the subject to the subscribers.

"I remain your faithful friend and minister,

(Signed) "GEORGE HILLS.

"The Parsonage, 10 February 1854"

plaints,—inefficiency of schools; poverty of funds; irregularity of attendance; indifference of parents; anxiety and discouragement of trustees and managers, together with a general indisposition on the part of owners of property to aid in the support of schools to any efficient purpose. The reports of my colleagues confirm these statements.

Proposed remedies.

Such being the present position of the case, which, there can be no doubt, has a tendency to grow worse rather than better, it becomes a question to ascertain what steps are necessary to be taken, and what means are actually available, to improve the education of the country; whether these means are used so as to produce the greatest possible result, or whether they are not in some degree wasted or inefficiently applied. Looking at the funds now supplied in this district,—by endowments, by charities, by voluntary subscriptions, by Parliamentary aid, and by the children's payments,—and comparing the number of schools with the number of parishes, the population, and the extent of country, an opinion suggests itself that, if all the funds thus, not merely applicable, but, actually applied to education were rightly applied, there would be amply sufficient to educate the working classes to any extent which their circumstances permit. By the Census returns of 1851 it is stated that, in—

Present school-funds sufficient.

ESSEX:—

The total number of parishes is 406; and there are—

167	parishes whose population is			under	450
145	,,	,,	,,		1,000
88	,,	,,	,,		5,000
5	,,	,,	,,		10,000
1	,,	,,	,,	over	10,000
406					

CAMBRIDGESHIRE:—

The total number of parishes is 203; and there are—

118	parishes whose population is			under	450
47	,,	,,	,,		1,000
31	,,	,,	,,		5,000
5	,,	,,	,,		10,000
2	,,	,,	,,	over	10,000
203					

HUNTINGDONSHIRE:—

The total number of parishes is 120; and there are—

74	parishes whose population is			under	450
27	,,	,,	,,		1,000
18	,,	,,	,,		5,000
1	,,	,,	,,		10,000
120					

NORFOLK:—

The total number of parishes is 795; and there are—

480	parishes whose population is under			450
210	„	„	„	1,000
101	„	„	„	5,000
2	„	„	„	10,000
1	„	„	„	15,000
1	„	„	„ over	15,000
795				

SUFFOLK:—

The total number of parishes is 544; and there are—

307	parishes whose population is under			450
162	„	„	„	1,000
68	„	„	„	5,000
7	„	„	„	10,000
544				

Thus the *number of parishes* and the *population* are distributed as follows:—

Counties.	Number of Parishes, with Population—						Total Number of Parishes
	under 450.	under 1,000.	under 5,000.	under 10,000.	under 15,000.	above 15,000.	
Essex - - -	167	145	88	5	1	0	406
Suffolk - - -	307	162	68	7	0	0	544
Norfolk - - -	480	210	101	2	1	1	795
Cambridge - -	118	47	31	5	2	0	203
Huntingdon - -	74	27	18	1	0	0	120
	1146	591	306	20	4	1	2,068

In these counties there are *schools under inspection* as follows:—

Counties.	Number of Schools, in Parishes with Population—						Total Number of Schools.
	under 450.	under 1,000.	under 5,000.	under 10,000.	under 15,000.	above 15,000.	
Essex - - -	17	32	39	5	1	0	94
Suffolk - - -	26	37	30	7	0	0	100
Norfolk - - -	25	55	51	2	1	1	135
Cambridge - -	12	17	19	5	2	0	55
Huntingdon - -	14	12	13	1	0	0	40
	94	153	152	20	4	1	424

Dame schools.

I conceive that a dame school, well conducted, would supply the wants of all parishes with a population under 450; and that the elder children would find accommodation in the juvenile schools of larger parishes in their neighbourhoods. Such dame or small infant schools might be safely left to the care and management of the ladies in the localities in which

they might be placed, and would demand only a slight supervision on the part of the Government, if it were deemed necessary to apply such stimulus. The expenses of their maintenance would be very small, and the clergy and their families would take interest in their welfare, and watch over their *moral* and *religious* influences. There would be thus needed, to supply the educational wants of the district, 922 juvenile schools, of which 424 are already built and under inspection; and, when we take into consideration the number of small grammar schools, endowed schools, charity clothed schools, and those supported privately, which do not come under inspection,* I think we may fairly conclude that, as far as buildings are concerned, there is very nearly ample accommodation for all children requiring instruction, supposing that these buildings are erected in spots the most convenient, which however is not always the case; and, where there is building accommodation, it may be assumed that there are more or less funds to meet the annual expenses of the schools, not indeed always sufficient, as I have already shown, but still, to a certain extent sufficient for the purpose.

Juvenile schools.

Buildings nearly sufficient.

Most large towns, it is certain, are well provided in this respect, and very many country districts need only a better organization, and the complete extinction of that jealousy which once so extensively prevailed, which was founded upon a sense of duty in the minds of the clergy, but which is now becoming daily less and less operative. It seems to me, therefore, that the Committee of Council might now decline applications for school-buildings, unless it can be fully proved that they will be placed in such situation as will be most convenient, not merely for individual parishes, but, for surrounding districts; and that, if there be one good school within reasonable distance of any place, Government grants of every kind should be withdrawn from, or not allowed to, other schools in the neighbourhood.

A better organization needed.

For instance, I know of one parish wherein a most excellent school was built in a district where, at that time, there were no others, or only dame schools. It was intended to supply the educational wants of the neighbouring parishes; the calculations of the managers were so made, and the grants from the Committee of Council were bestowed accordingly. No sooner however was the school completed, and promising success, than, actuated by a laudable but fatal zeal, the clergy around began to build school-rooms of like character, applied for Government grants, established schools, and are

Schools which rival and destroy each other.

* In the foregoing calculations I have omitted the schools belonging to Dissenters, those of the British and Foreign Society, schools in union houses, private schools, and grammar schools for the upper classes.

now withdrawing the scholars from the one originally established, in order to half fill their own; so that, where originally there was one very fair school carried on with advantage to the neighbourhood, and which promised further progress, there are now four, eating up the managers by their expense, and demanding or likely to demand, in various ways, help from Government grants.

School-buildings too large.

There are also numerous instances of schools having been erected without any practical calculation as to the number of children likely to be able to attend them, and consequently the funds have been wasted upon a building much larger than the actual wants of the neighbourhood require.

Funds should be applied to perfecting, rather than increasing the number of schools.

I am induced, therefore, to recommend to your Lordships the application of your funds to the perfecting of those schools that already exist, rather than to the establishment of new schools. There can be no reason why any generous and wealthy owners of property should not be allowed to support a school or schools, for themselves and by themselves, but there may be reasons why in such cases it may not be desirable to help such schools with public grants. To some people schools are a luxury; they support them as others do establishments for race-horses or packs of hounds; they form a part of their estate. Your Lordships may safely leave such schools to the kind protection of their patrons. But, in the case of places that really need and ought to be assisted by the Government, we have to consider first the question of building. My former statement has shown that for the most part buildings are fairly provided; though many are dark and inconvenient. The originators find it comparatively easy to obtain subscriptions for a handsome exterior, but unfortunately the whole of the funds are too frequently expended before the interior is as complete as it should be for the purposes of a school; and consequently we often see school-rooms, that are excellent as regards size and height, cold and cheerless, and impoverished as to their fittings and apparatus and the comforts of civilization. There are old worn-out desks, broken stools and benches, no maps, few books, no blinds to glaring windows, small inconvenient stoves with little fuel, and the whole aspect of the rooms slovenly, dirty, and mean. Such as the school is, such is the teacher, and such the children.

Inefficient fittings of many schools.

No grants should be made to such schools.

To this sort of school, in my opinion, no grants of any kind should be made until arrangements be completed for their effective conduct. The grants that would have been allowed, on certificates or apprenticeship, might be applied to the establishment of a well-provided and well-fitted school-room. Such an arrangement would have the effect of directing the attention of the managers to the subject, as then no teacher

would undertake a school ill-furnished or wanting in apparatus for teaching; and the onus of providing proper furniture and apparatus would thus be laid on the proper persons.*

Having been lately employed in the inspection of part of a district which has not been regularly inspected, I have been forcibly struck with the necessity of adopting some standard and rule as regards books and maps in schools which are under inspection, and in which there are pupil-teachers. It seems to me that it would be no hardship if some competent authority were permitted to draw up lists of books and maps the possession and use of which in such schools should be compulsory. Half a dozen such lists would be sufficient; and no annual grants should be allowed to any school where the scholars were not supplied with books and maps such as would enable the teachers and their apprentices to give instruction in every branch of knowledge that is required. I have seen schools with pupil-teachers in which there were no histories of England, and only one or two small maps of Palestine and England; under certificated masters, too. It was mere waste of public money to pay augmentation grants to the teachers of such schools. I believe that the managers would be really glad of the assistance of lists of books† such as I have recommended; and, in many cases of agricultural schools, I would propose that a free grant should be made of them in the first instance. It would cost the Government hardly 5*l.* in each case,—the value of one third of a pupil-teacher's year's stipend. Before the apprenticing of pupil-teachers, or the payment of augmentation grants to certificated masters, it should be certified that their school is furnished with one or other of these lists of books. The managers would have their choice of the books, and might supplement them by any others which they desired to introduce, and for which no Government grant would be applied. No jealousies need be excited by such a plan; for at present it is not a question between one set of books and another, but between one set of books and no books at all. Therefore, in making and enforcing such an arrangement, no publisher or other body would be injured. The Government are not interested in any particular system of books, but they are interested that the people should be educated;—an object which, without books, maps, and apparatus, cannot be accomplished. Should

Necessity for some standard of fittings, books, and apparatus.

* The books, maps, and desks of some of my best schools would surprise many managers, both on account of their goodness and the manner in which they are kept. The school of St. Matthew's, Ipswich, and the West Ham National school do infinite credit to their masters, as well as to the managers, in this and in every other respect.

† At a conference of Her Majesty's Inspectors with the Archbishop of Canterbury, his Grace recommended the formation of such lists.

such a scheme be adopted, it would be necessary to revise the lists every five years, in order to keep pace with the progress of knowledge.

Industrial schools. All the industrial schools in the district have relinquished the industrial branch of instruction. While it was a novelty, it answered; but, when the novelty ceased, both children and parents objected to its continuance.

Froebel's system. I mentioned last year the introduction of Froebel's system of infant education into this country. A successful impetus has been given in that direction by one of the first writers of the day (Dickens); and, the publication of a book relating to the system having been accomplished, the means of applying it to infant schools generally are now afforded.* My own opinion of its merits remains unaltered; and having seen it at work in the infant school of St. Mark's, Lakenham, under an intelligent mistress, I venture to predict that it will, when known, extensively prevail. It is only necessary to say that its main principle is to "draw out the mind of the child."

Training of infant mistresses. There can be no doubt that the teachers of infants should not be trained in the same manner as those for juvenile schools. Their studies and habits should be different. For the former it is not intellectual so much as moral power that is requisite. Special certificates are now granted to infant-mistresses.† Their examination, however, seems to vary only in that the questions are less difficult. I would recommend that the subjects of examination should not be the same. If an infant-mistress has learnt to write fairly and read well, the first four rules of arithmetic, and ordinary geography, and has

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* The following information may be useful to persons desirous to adopt the system:—

Kinder Garten Toys.—The toys necessary in carrying on the instruction contained in the "Practical Guide to the English Kinder Garten" are kept at the Depôt, and can be had of Madame Ronge, 32, Tavistock Place, at the following prices:—

	s.	*d.*	
First gift	2	6	each.
Second gift	1	6	„
Third gift	0	6	„
Fourth gift	0	6	„
Fifth gift	1	9	„
Sixth gift	1	9	„
Plaiting sticks	0	3	per doz.
Paper-plaiting box	1	6	each.
*** Larger boxes at higher prices.			
Pea-work box	1	6	„
Paste board plaiting box	1	6	„
Drawing-books	0	4	„

N.B. More elegant toys are supplied at higher prices, and boxes to contain the whole set.

Also "The Practical Guide to the English Kinder Garten," price 7*s.* 6*d.*

† Minute of 29 April 1854.

a fair amount of Scriptural knowledge, with a power of illustration by drawing, her intellectual education is sufficient; but this education she should acquire before she attends the training school; there her attention should be chiefly directed to the practical duties of her work, to improving her study of children's thoughts and actions, to ways of developing their intellects, to learning the different pastimes and means whereby the attention of children is excited and maintained, to learning, whether by note or ear or instrument, the melodies and songs of childhood, to some study of the nature of the diseases to which very young children are subject, and to such sanitary matters as mothers of the upper class know well, but of which too often the poorer classes are entirely ignorant. A healthy frame, a good voice, a kindly firm disposition, a graceful air, a pleasing manner, tidiness of person, and sound common sense, are the necessary qualifications of one undertaking this task. An infant school should be provided with all the requisites for exemplifying *common* life. Cabinets of ores and shells, of animal, vegetable, and mineral productions, &c., are sometimes provided; but I am inclined to doubt their usefulness. A set of playthings, of cups and saucers, models of a kitchen with kitchen implements, of a butcher's shop, a drawing-room and parlour, and a bed-room, well furnished, might be made the means of conveying much more real and useful information than is contained in such cabinets. I believe that the work of education would be promoted, and the happiness of the younger classes materially enhanced, if grants of pictures and toys were made to infant schools.*

Toys, &c., for infant schools.

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* While on this subject, I may be permitted to quote some very sensible remarks from an educational journal ("The School and the Teacher,"—published by J. Stevenson, 54 Paternoster Row):—

"Common things for girls have scarcely had that practical and close attention which they deserve. A knowledge of the thousand-and-one things which help to make a house and home comfortable, both in sickness and in health, is of primary importance to school girls generally. There are few persons in whose houses young girls have had their first place that have not a long and heavy list of complaints of their ignorance of their duties, their clumsiness in performing them, and their almost utter want of foresight, calculation, neatness, and despatch.

"Many of the girls would be sorely puzzled when asked to lay the table-cloth, and set the dinner or breakfast things on the table in a neat and proper manner; and it would be the same with lighting a fire, dusting a room, and all the other operations which form the labour of the house-maid or the servant-of-all-work. The Finchley Manuals, several cheap works on special departments of domestic labour, Soyer's Cookery, and such works as Thompson's Domestic Medicine, would afford ample matter from which an intelligent, earnest, and large-minded schoolmistress might give some excellent lessons to her pupils..... We see no good reason why girls at school should not have special instruction bearing particularly on their future duties, as daughters at home, as servants in the houses of their employers, and as future wives and mothers, upon whom devolve the management and the comfort of home. Half an hour at school might be worse employed than by going through

Irregular attendance of scholars.

The fluctuation and irregular attendance of the scholars, combined with their extreme youth, still give rise to great complaints on the part of managers and teachers. By the introduction of scholars' certificates, your Lordships have supplied a stimulus, to a certain extent, to induce scholars to remain longer at school. It may be useful to detail summarily the chief conditions required of the candidates. The teacher of the school must be certificated or registered. The scholar must be twelve years of age, and must have attended school, during three consecutive years, 176 days, exclusive of Sundays. The scholar's character must have been good, and his acquirements of the average class. Perhaps your Lordships will allow me to point out an omission in the conditions, viz., there is no provision for the circumstance of the scholar changing his school through the removal of his parents, or through other causes.

Certificates to scholars.

Attainments of children.

The attainments of the children have, on the whole, improved in the best schools. Reading, writing, geography, grammar, English history, and, in some cases, music and drawing, are well taught; and the scholars exhibit a fair skill. The reading of even the best schools in the district still remains hardly satisfactory; and I think, too, that greater accuracy in getting up the subjects of instruction should be attained. Reading now forms a prominent part of the instruction in the training schools; and I must observe that, in the last examination at Culham, all of the students showed very great proficiency; they read, as a body, exceedingly well. To music and drawing, here and there, drilling is added. Chemistry is not introduced into any of the schools; and drawing, in connexion with the Department of Science and Art, is taught with success only at Norwich, Yarmouth, and Warboys; while at Cambridge it has made a promising commencement. I regret that there is a backwardness with regard to the introduction of this branch of education into some of the best schools, which surprises me, as one would imagine that its utility must be apparent. I had hoped to find drawing classes established at Ipswich, Colchester, and Lynn, and also at Romford and West Ham. Music does not seem to me to be cultivated, at the present time, so much as it has been. I believe that this is partly owing to there being no instrument to be procured

Reading.

Drawing.

Music.

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the operation of laying an imaginary dinner on the table, by means of a crockery service kept as an indispensable piece of school apparatus."

For this purpose models of articles in papier-maché would answer well. At Paris I saw some of mutton chops, fruit, vegetables, &c. With such means, a mistress might cook an imaginary dinner, giving all the information without incurring the expense. It would, at least, afford an intellectual treat to her children. Germany will supply toys of this kind cheaply, to any amount required.

at a very small cost. In the Exposition at Paris there was an instrument of the concertina order, called a "clavicorde," —with finger-keys, to be played upon as an organ,—which, if produced at the price named, 5*l.*, will soon be introduced into this country, and will, I think, be found useful.

Games and amusements.

It seems to me that more might be attempted in the teaching of games and amusements to the children of our schools. It is humiliating to hear that the English soldier, compared with the foreigner, is deficient in the means of passing his leisure. Taken as a whole, the life of an English labourer is the dullest and most unpleasing that can be imagined. Away from his work, he has no employment either for the head or hand; and this want of the power of amusement often drives him from bad to worse. The man that skulks behind a thicket for game, or rouses the parish in a drunken pot-house brawl, would possibly have found a different occupation had there been provided for him a room, well lighted, and furnished, not merely with books, which he cannot always read, but, with backgammon, or chess, or draughts, or even billiards and bagatelle, whose mysteries he would not take long to learn.* Two movements this way are commenced in Norfolk, under high auspices. The one is the founding of village libraries; the other the creating some institution that shall do away with largess. The one will occupy the winter, and the other the summer thoughts of the young men of the generation; and the two, it is to be hoped, will supply a better motive of life than the revel of the beer-shop or the excitement of the prize fight. An extract from a work of M. Le Play, "Les Ouvriers Européens," may be fitly introduced here, to show what is actually the life of the working-man in London, when well-conducted. We all know that this is its most favourable phase. The work quoted from is extremely valuable, and one of the chief offerings of the Paris Exposition to the political world.

Village libraries.

Life of London workmen.

"Par une exception assez rare, et qui place ce menage dans une catégorie aparte, l'ouvrier ne se réunit point habituellement à des camarades pour boire de l'eau-de-vie ou d'autres spiritueux en cabaret. Les récréations de la famille sont rares, et elles se prennent toute en commune. On doit placer au premier rang la fête de Noël, qui est l'occasion d'une distribution de joujoux aux enfans et d'un répas composé essentiellement d'une oie rotie et d'un gâteau dit 'plum-pudding.' Choisissant deux beaux Dimanches d'été, la famille toute entière, pourvue de ses provisions pour la journée, se trans-

* When last at Paris, I was much gratified at the school of the Christian Brothers at St. Germain Auxerrois, with an evening spent amongst their pupils who had left the school, whom the good brethren had provided abundantly with materials for *les petits jeux*. Cards, draughts, chess, bagatelle, and flat billiard-boards were in requisition, and the evening concluded by recitations and religious exercises. The results were said to be excellent.

porte à Greenwich par les bateaux à vapeur de la Tamise, ou par le chemin de fer, dont l'embarcadère est peu eloigné de l'habitation. Les entrepreneurs de ces voies de transport n'ont pas l'habitude d'augmenter les tarifs les jours de grand affluence, parfois même elles visent à l'alleger autant que possible le Dimanche les frais de ces excursions de famille. Une fois par an la famille assiste à une réprésentation de l'un des petits théâtres de Londres. Enfin, toutes les fois que le temps permet, elle prend dans l'un des parcs du West End le plaisir de la promenade."*

pil-
chers. The following table shows the places at which general pupil-teacher examinations have been held, and the number of candidates, and of pupil-teachers in their several years of apprenticeship, that attended these examinations:—

Place of Examination.	Candidates.	Pupil-teachers. 1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.	Candidates.	Pupil-teachers. 1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.	Grand Total.
Halesworth - -	1	-	1	-	-	-	2	5	1	-	-	-	-	6	8
Yarmouth - -	3	2	3	2	3	1	14	1	3	3	1	3	-	11	25
Norwich - -	5	8	3	3	-	-	19	10	7	5	4	1	-	27	46
Fakenham - -	3	1	-	1	2	1	8	3	3	-	1	-	-	7	15
Lynn - - -	4	5	4	3	6	2	24	6	4	-	1	1	2	13	37
Whittlesea - -	2	1	2	-	-	-	5	1	2	3	-	-	-	6	11
Ely - - -	1	-	2	2	-	-	5	5	1	-	-	1	-	7	12
Cambridge - -	6	5	4	2	4	3	24	7	4	1	2	4	1	19	43
Saffron Walden -	1	1	4	4	2	1	13	3	-	3	3	1	-	10	23
St. Ives - -	6	4	1	3	-	-	14	9	2	2	2	1	-	16	30
Chelmsford - -	2	3	1	1	2	-	9	4	3	3	1	1	-	12	21
West Ham - -	7	2	2	2	4	-	17	5	2	4	2	1	-	14	31
Colchester - -	6	-	4	4	5	-	19	7	1	1	1	3	2	15	34
Ipswich - - -	11	7	12	5	2	1	38	12	7	7	5	1	4	37	75
Total - -	58	39	43	32	30	9	211	78	40	32	23	18	9	200	411

* The head of this family forms a rare exception, in that he does not habitually resort to the public house. The recreations of the family are very few, but they are taken in common together. The feast of Christmas is celebrated by gifts of toys, &c., to the children, and by a repast of which a roast goose and a plum-pudding form the chief elements. On two fine summer Sundays the whole family, with their provisions, journey to Greenwich. Once a year they go to one of the minor theatres; and, to make up all, whenever the weather allows, they take a walk in one of the parks of the "West End."

The following extract from the same work seems to me to contain a valuable hint:—

"La constitution Anglaise offre cette double particularité, que les individus y franchissent facilement par leur vertus et par leur talents tous les dégrés de la hiérarchie sociale, et que cependant les mœurs et l'opinion maintiennent une distinction très nette entre les classes extrêmes de la société. L'inégalité avec laquelle ce sentiment religieux est répandu est, peut-être, la circonstance qui contribue le plus à maintenir cette distinction, et lorsqu'on étudie dans leur détails la vie publique, et les existences privées, on ne tarde pas à comprendre que la classe supérieure tire sa force et son ascendant de la réligion, encore plus que de la richesse et de l'intelligence. L'absence presque complète du sentiment réligieux chez ces quatre types d'ouvriers décrits dans cette ouvrage est un fait digne d'attention, et qui ne s'est presenté à l'auteur dans aucun autre état Européen."

The author then goes on to mention the want of church accommodation, and adds:—"Ces graves lacunes des institutions réligieuses, si elles se présentent aussi fréquemment dans les grandes villes que l'auteur est disposé à le penser, peuvent être justement reprochées à une société où les classes supérieures comprennent si bien que leur principale force reside dans le sentiment religieux, base de l'autorité paternelle, des traditions de famille, et de la liberté civile et politique."

It will be observed from this list that there is great irregularity in the numbers that are apprenticed in each year; that, whereas in this year there will be only 18 that finish their apprenticeship, in 1856 the number will be 48 Irregularity in numbers apprenticed.

1857	„	„	55
1858	„	„	75
1859	„	„	79

This irregularity of issue must occasion much future inconvenience to the training schools, when these pupil-teachers become candidates for Queen's scholarships. One year there will be hardly any competitors; another there will be an overflow. The evil might in some degree be checked by apprenticing in the same school only one candidate for each year, and so obtaining a constant succession, which would be most advantageous to the schools themselves. Your Lordships will observe also that there is no deficiency of candidates for apprenticeship. I seldom find any complaints of not being able to procure candidates when the time arrives, provided that the advantages have been once explained, and that the parents have been made to comprehend the nature of the apprenticeship and the future position of the pupil-teacher. Observing that these advantages were not sufficiently known, and that there was a disposition in some quarters to undervalue the position of the schoolmaster when certificated, I have taken pains to show, at each general pupil-teacher examination, that in fact the apprenticeship opens a future career, not merely of usefulness, but also, of independence and comparative affluence. I have bid them consider, in the first place, the income of their parents, and then, if they were to become labourers or artizans, or even engineers or clerks, what would be their wages and their time of work. I have shown them that, in those occupations, few men get constant employment at 30*s.* a week, which in round numbers I have called 75*l.* per annum; and that, for these few, the work lasts all the year round, at ten to twelve hours for six days in the week, with very few holidays,—it was hardly necessary to add,—in most cases with much monotony of toil. I then showed them that a schoolmaster ordinarily receives 60*l.* salary per annum in money, with a house valued at 10*l.* more; that with ordinary application he will obtain a certificate, which produces 15*l.* in addition; that he will also probably obtain 9*l.* more, for teaching two apprentices, and that thus his total income will be 94*l.* per annum. I have said that this is the usual average, but that many schoolmasters receive 120*l.* to 150*l.* per annum; and that for seven and a half hours work, five days in the week, and with from eight to twelve weeks vacation in the year; in No deficiency of candidates. Advantages of apprenticeship.

an occupation too, which, to those who are fitted for it and who like it, is one of constant satisfaction and usefulness. These statements have invariably been attended with good results; and the increasing number of candidates applying for the vacant places has shown that the advantages have been appreciated.*

Pupil-teachers who have completed their apprenticeship.

Having obtained a statement of the pupil-teachers who have been apprenticed in this district, from the commencement of the system of apprenticeship, and who have completed their term of service, together with an account of their subsequent course of life, I have found the result to be most encouraging.

Very favourable report of them.

There appear to have been 96 male and 59 female pupil-teachers apprenticed since 1846, whose apprenticeship would terminate in 1854. Of the males; 73 are either in normal or in elementary schools; the indentures of 10, from one cause or another, have been cancelled; 3 have died; 1 has gone to sea; 1 has enlisted; 4 have become clerks; 1 has gone into trade; and of 3 of them I have no intelligence, though it is probable that they may have entered schools. Of those whose indentures were cancelled; one was dismissed for theft; one enlisted; one went to follow his father's trade; the father of another removed from the parish, and took his son with him; and the remainder were incompetent to the work. Of the females; 49 are in normal or other schools; 1 is married; of 2 the indentures have been cancelled; 1 has retired in bad health; 3 were only stipendiary monitors; and of 3 I have no intelligence. The number of these pupil-teachers that obtained first-class Queen's scholarships has been very satisfactory; and several others would have been successful, had they been induced to make the attempt. Many of them,—from one circumstance or another, but chiefly from deficiency of means,—have been induced to take small schools at once, or to become assistant teachers, rather than be candidates for the training schools. I believe this to be a very serious defect in the present arrangements, and have previously called your Lordships' attention to the subject. At present there is really very little adequate inducement for pupil-teachers to become Queen's scholars, and to enter themselves at the training schools, and labour there for two years, to gain a position which, in fact, they can succeed in obtaining without such labour, and with less deprivation. It is, however, a satisfaction to find how large a number of those who have incurred the requisite expenditure, both of time and money, have succeeded in securing

Want of funds prevents them going to training schools.

Number that have succeeded well.

* From Summary *c.*, printed in the Appendix to this report, it appears that the average emoluments of certificated masters amount to 87*l.* 9*s.* 8*d.*; of certificated mistresses, 55*l.* 8*s.* 5*d.* per annum.

good appointments, and have been well compensated for their self-denial.

Thus, in the training schools :—

Mr. Hewit and Mr. Stevens are teachers at Battersea.
Mr. Brereton and Mr. Smith, at Cheltenham.
Mr. Moss, at Culham.
Mr. Neale, at the Madras Model School.
Mr. Manning, at the New Brunswick Model School.
Mr. Studd, at the Halifax Model School.
Mr. J. Coburn, the Model Schools in Australia.

And, in addition to these nine at training schools, others have been appointed to large town schools, viz. :—

Mr. Duffin, to a school at Northampton.
Mr. Barnard, to the school of St. Mary's and St. Nicholas', at Beverley.
Mr. Smith, at Colchester.
Mr. Smith, at Romford.
Mr. Garrett, at Ely.
Mr. Kent, at Kesgrave.

Miss A. Everett has been appointed mistress at the Norwich Model School.
Miss Kent, at the Hockerill Training School, Bishop's Stortford.
Miss Daffen, at the Bristol Training School.
Miss Payne has the large school at Lynn.
Miss Chapman, at Ipswich, St. Matthew's.
Miss Matthews, at Fakenham.
Miss Outlaw, at Lowestoft.

Rebecca Edgeley also has been appointed mistress in the Home and Colonial Model School, and Elizabeth Cornwall and Amelia Clarke to the Training School at Hockerill.

At the Christmas examination in 1854, 4 males obtained first-class certificates, 4 obtained second, and 6 obtained third class certificates; of the females 5 obtained first-class, and 9 obtained second-class certificates. At the Christmas examination in 1855, 7 male pupil-teachers obtained first-class scholarships, 5 second-class; 8 females first-class scholarships, 1 second-class; 1 male and 2 females failed. While making so favourable a report respecting these pupil-teachers, and their past and present conduct, I deeply lament to add that the death of two of the young female teachers has occurred since this report was first written. Subjoined are the reports of the managers of their schools; reports which express the managers' sense of the deprivation sustained :—

"I am grieved to state," writes Mr. Power, "that Miss Everett sank into a rapid decline, and died on the 17th instant. I lament the untimely fate of this very promising young woman, and feel it to be quite a blow to our prosperity."

"Elizabeth Alexander," says Mrs. Vehrli, "was appointed infant-mistress to St. Margaret's, Ipswich. She died May 28th, deeply regretted by the committee of that school, as during that short period she gave promise of being a valuable teacher. The Lord's will be done."

Present pupil-teachers.

The present pupil-teachers of the district are progressing satisfactorily. The only new feature is that, drawing having

been introduced into their schools, nine of the pupil-teachers at the Norwich Model School, and one at Warboys, have obtained prizes from the Department of Science and Art. The notice in my last year's report on the question—Why are you a member of the Church of England? has not been thrown away. The question now is generally answered very fairly.

Increase of payments to Queen's scholars for personal expenses.

Thinking that your Lordships' payments towards the private expenses of Queen's scholars in the training schools should be extensively circulated, I beg leave to add here a recapitulation of the new payments now allowed.

Scale of Payments on behalf of Queen's Scholars.

1. From and after the 1st of January 1856, the payment to be allowed for all Queen's scholars will be uniform, viz., 23*l.* in the case of males, and 17*l.* in the case of females.

2. In consideration of this payment, the Normal colleges, on admitting any Queen's scholar, are understood to agree thereby to provide tuition, lodging, board, washing, and medical attendance, for such Queen's scholar, without any further charge.

3. To Queen's scholars of the first class there will be allowed the following personal payments, in aid of their travelling and private expenses and the purchase of books:—

Males	First year	4*l.*	Females	First year	3*l.*
	Second year	6*l.*		Second year	4*l.*

4. These personal payments will be made by half-yearly instalments, in Post-office orders, to the Queen's scholars themselves; the first half-yearly payment at Lady-day, and the second at Michaelmas, in each year.

Certificated teachers.

There are at present employed, in the schools which I have inspected, 64 certificated masters and 33 certificated mistresses. The total number of certificated teachers in schools under inspection in this district is 140; and the managers of the schools express themselves to me, generally, in the highest terms respecting their conduct and attention to their duties; while the state of their several schools, for the most part, verifies the justice of these encomiums.

Restlessness of teachers.

There is an opinion abroad that a strong feeling of restlessness pervades the schoolmaster's profession. So far as this district is concerned, such is not the case. During the last five years there have been very few changes; while those that have occurred have been mostly in cases where the salary has been but moderate, or the circumstances of the school or neighbourhood not desirable. We must be content that school teachers should follow the ordinary course of life, in endeavouring to secure for themselves the *best* position in their power. I believe that, if the evil does exist, it will shortly correct itself; and I believe, too, that the cause is not always to be attributed to the teacher's desire of change. Some part of it may be placed to the managers' account.

In the year 1853, two masters and two mistresses passed the examination for registration. This year, one master and one mistress have been registered. Registered teachers.

I am anxious to correct an impression, which has been publicly alluded to, that, in my opinion, the teachers are too highly educated in the training schools. It was not my intention to convey any such idea. I do not think it possible to train a teacher too highly. My objection has been that enough attention has not been paid to the special professional training, with reference to the scholastic work of the schools,—to all that is included in the words "school management and methods;" and that, therefore, even teachers possessed of much knowledge have been found, through this defect, unequal to the duties demanded of them. Almost all the principals of the training institutions fully agree in this opinion; and means have been taken to remedy the defect. I regret, however, that some of the institutions have been erected in situations such as to make it impossible to attach to them efficient practising schools. Training not too high, but not sufficiently professional.

The two training schools connected with the district are both for females; and I am very happy to be able to state that, as far as concerns buildings and management, they are most excellent. It is only to be regretted they are not better supported, and that the number of students is not larger. The education given in them is so good, and so practical, that I should almost be inclined to propose to the managers, if they do not fill up their numbers in future years, that the institutions should be thrown open for the education of a superior class of tradesmen's and farmers' daughters, who might pay sufficient to cover their own maintenance and a fair share of the other expenses, and thus obtain such a practical education as could not be obtained elsewhere, and which would really fit them for the duties of life. Training schools at Norwich and Hockerill (Bishop's Stortford).

At Norwich, in the last Christmas examination,—

5 of the candidates obtained 1st class certificates.
2 " " 2nd " "
2 " " 3rd " "
There were 11 candidates.

At Bishop's Stortford, of second year students—

8 of the candidates obtained 1st class certificates.
4 " " 2nd " "
3 " " 3rd " "
There were 16 candidates.

Also at Bishop's Stortford, of first year students—

1 of the candidates obtained a 1st class certificate.
10 " " 2nd " "
8 " " 3rd " "
There were 21 candidates.

Paris Exposition.

At Paris (where I spent my term of vacation), the Lord President was pleased to honor me with instructions to go through the Exposition in the Palais d'Industrie, for the purpose of ascertaining if there were any novelties in school apparatus which might be usefully introduced into this country. I regret that my search was only partially successful. Indeed, from some cause or other, the great Parisian houses did not exhibit at all, and the materials exhibited by others possessed little novelty. There was little apparatus exhibited with which we have not been already long acquainted. From the list sent to the Lord President, I should select the following articles, viz., a glass orrery, similar to one mentioned by me last year as having been exhibited at Munich; a large relief globe from Dijon; galvanoplasts of animals from Austria; photographed magnified animals, Austria; an arithmometer, by M. Thomas, France; casts of fortifications by Baudin, Paris; drawing models from Austria; most of which would be too expensive for any but the highest class of schools in this country. There was also an harmonium, price 4*l.*, and the instrument (clavicorde) by Galveoli, to which I have alluded, and of which the price is to be 5*l.*

Marlborough House specimens.

It is a satisfaction to be able to state that, in the department of art and drawing, the excellence and completeness of the selections exhibited on the part of the British Government, by the establishment at Marlborough House, was most marked; and there could be no more convincing proof of the progress which art has made in this country, during the last five years, and of what it is yet likely to make, than was afforded by those selections.

Visits to Schools at Paris.

The Lord President was pleased to grant me an extra leave of absence from my duties in England; and through his Lordship's kindness I obtained from Lord Cowley introductions to the authorities on education in Paris. With their assistance, I visited some of the schools of that metropolis, and I hope, on a future occasion, to make such references to their methods of instruction, and to the progress of their scholars, as may enable comparisons to be drawn between their educational position and our own. At present I can only express a grateful sense of the attention with which I was honoured by MM. le Ministre de l'Instruction publique, le Prefêt de la Seine, et le Secretaire Général de M. le Préfet de Paris, together with MM. Laudgrois, Sarrazin, and Rendu (favourably known by his admirable report on "L'Instruction Primaire de Londres.")

Transfer of Cambridge and Huntingdon to another district.

In drawing this report to a conclusion, it remains for me to express my regret that it is the last which I shall have to make in regard to the counties of Cambridge and Hunt-

ingdon, now placed on the list of my colleague, the Rev. D. J. Stewart. In that part of my district I found many valuable friends of education able and willing to assist in all plans for the advancement of their schools; and I leave many institutions which fully answer the purpose of their establishment. If, among the agricultural parishes of Cambridgeshire and Huntingdonshire, there are many schools defective in funds and in organization, in the towns of Cambridge, Ely, Huntingdon, St. Ives, Wisbeach, and in the villages of Brampton, Connington, Comberton, Guilden Morden, Thorney Abbey, Trumpington, and Warboys, will be found others which, in their several ranks, may be classed as among the best in the country. From the managers of these schools, from Earl Fitzwilliam, and Lady Olivia Sparrow, and also from the general body of the clergy, I have met with the kindest welcome, and received the warmest support. It is no small pleasure to reflect that, while I have never hesitated to perform, firmly and conscientiously, such duties as might lead to the improvement of the schools, there has never been, on the part of the managers or teachers, towards myself personally, any expression but one of hearty good will; and it is with no slight feeling of regret, therefore, that I allude to my separation from them, and beg them to believe that I shall ever entertain sentiments of the most grateful regard towards all with whom I have been brought in contact by my official connexion with these counties.

I have the honor to be, &c.

M. MITCHELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY REV. M. MITCHELL AND REV. W. CAMPBELL.

SUMMARY *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of Children in *average attendance* in those Schools.	Number of Children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
313	97	60	51	198	37,987	25,235	28,989	145	304

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2·87	4·18	6·7	10·38	13·8	15·31	13·92	12·	9·18	6·28	3·64	1·74

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
33·95	22·41	17·42	11·45	7·7	7·07

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of 238* of Schools enumerated in Summary *a*.					Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
2,933 5 11	9,644 4 7¼	6,186 7 2	2,820 16 9½	21,584 14 6½	17 6¼

Aggregate *Annual Expenditure*, as stated by Managers, of 238* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
16,787 15 10½	1,382 4 0	4,931 0 8½	23,101 0 6½	18 9	24,620

* At the date of closing these Summaries.
* The number of Schools inspected during the year was 313; but from 75 of these no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

Summary *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	87 9 8	85	64
	Uncertificated	51 13 1	92	56
Schoolmistresses	Certificated	55 8 5	50	30
	Uncertificated	30 6 10	96	44
Infants' Schoolmistresses	Certificated	50 16 0	10	4
	Uncertificated	25 1 4	30	11

Summary *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
185	25,864	58·75	33·46	5·3	1·71	1·78

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools, the* Rev. J. J. BLANDFORD, B.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* LINCOLN, NOTTINGHAM, DERBY, LEICESTER, RUTLAND, *and* NORTHAMPTON.

MY LORDS, January 1856.

Inspection of schools.

I HAVE the honor to present to your Lordships a a report on the schools under inspection in the counties of Northampton, Rutland, Lincoln, Nottingham, Leicester, and Derby. I and my colleague, the Rev. E. P. Arnold, visited these counties between 1 September 1854 and 31 August 1855; and I now proceed to give an account of the state of education therein, so far as it is connected with the schools that we inspected.

NORTHAMPTONSHIRE.

State of schools in Northamptonshire.

In this county there are 52 schools under inspection, 25 certificated teachers, and 32 apprentices. Of these teachers some are in charge of schools in Northampton, Peterborough, Oundle, Kettering, and Wellingborough; while others are engaged in schools in the country parishes.

In the fourteen following schools* there are certificated teachers or apprentices (in the majority, both):—

Northampton, All Saints'.	Kettering.
„ South Quarter.	Rockingham.
„ St. Katherine's.	Finedon.
„ St. Giles'.	Thornhaugh.
„ St. Sepulchre's.	Middleton Cheney.
Peterborough.	Eydon.
Oundle.	Great Brington.
Wellingborough.	

I can report a slow but decided improvement in the schools that are under inspection in Northampton; all save one are conducted by certificated teachers. Upon the whole they are in good working order, fairly supplied with books and maps, and actively superintended by the clergy.

Considerable improvements have been made in the schools belonging to the parish of All Saints'; the boys' and girls' rooms have been thrown together so as to form one spacious and lofty room, a new one having been built for the girls, into which they were about to be transferred at the time of my

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* These schools, and others that will be subsequently mentioned, where there are certificated teachers and apprentices, are amongst the more efficient in my district.

visit. Great credit is due to the liberality and zeal with which the managers, assisted by a grant from the Parliamentary fund, have effected these improvements. I have also to report improvements in the fittings of St. Giles' school (formerly Central), but the building with its confined premises is ill-adapted for school purposes; there are no class-rooms, and the arrangement of the offices, from want of sufficient space, is objectionable. The best plan would be for the committee to sell the premises, which, from the situation, would probably command a fair price, and to build new schools in another part of the parish. An infant school, not under inspection, has recently been opened in connexion with and adjoining this school. The schools in St. Sepulchre's parish, upon which unfavourable reports have been made, are now in a much more efficient state, the girls' school particularly, during the last year and a half; has greatly increased in numbers.

At Peterborough the girls' school has been improved by laying down a boarded floor and by the introduction of parallel desks, but its efficiency has been impeded by a change of teachers. There is a large school for boys conducted on the old monitorial system; it is in considerable repute, but as it is not under inspection I cannot speak as to its efficiency from my own personal knowledge.

Inefficient state of certain schools.

I cannot report favourably, with some exceptions, of the schools in this county, where there are no trained teachers or apprentices; they are ill supplied with the necessary apparatus, and the teaching is of an inferior description; the consequence is, that few have been able to avail themselves of the capitation grant even for the first year. In one parish, where there is a population of 1,000, I found an average attendance of forty-six children, no reading-books save a few torn Bibles and primers, a master totally unfit for his post, not even resident in the place, but living at a town between three and four miles from the school, to which he had to walk every morning. There is an endowment, and the school premises are comfortable and in good repair. I called upon the clergyman previously to visiting the school, but he declined to accompany me, stating that he had nothing to do with the management. In another place, with a population of 550, I found a man who had been a common labourer (whose respectability was his single qualification), promoted by the clergyman to the office of schoolmaster. In a third, where there is also a considerable population, upon arriving at the school a short time before nine o'clock, I found the doors closed and no fire lighted, the thermometer being some degrees below freezing point, and snow upon the ground. The master of this school had been a pupil-teacher in one of the schools in Northampton.

RUTLAND.

Rutland.

In this county there are 10 schools under inspection, 8 certificated teachers (2 masters, 6 mistresses), and 5 pupil-teachers (3 boys, 2 girls).

The following schools have certificated teachers and apprentices :—

Oakham.	Ashwell.
Uppingham.	Exton.
Empingham.	Hambleton.

The schools at Oakham, to defray the cost of whose erection subscriptions were raised in various parts of Rutlandshire, are intended not only for the National schools of that place, but as model schools for the county. How far this part of the plan will be realized I am unable to say, but the idea is a good one. It is likely that considerable stimulus might be given to schools in the neighbourhood by the establishment of a model school in a central position, where (as the name imports) the teaching, management, fittings, books, and apparatus ought to be of a superior kind, and where teachers and managers of other schools might have it in their power to resort for information upon subjects connected with elementary education.

At Uppingham new school-buildings are greatly needed, the present premises are inconveniently situated, being at the extremity of the town; the girls' school is inconveniently crowded.

At Empingham the arrangement in regard to the offices is very bad; and a new floor is much needed; nearly the whole expense attendant upon the maintenance of this school falls upon the incumbent, who, I regret to say, meets with no encouragement from those who ought to assist him.

LINCOLNSHIRE.

Lincolnshire.

The number of schools liable to inspection in Lincolnshire is 94; there are 18 certificated teachers (11 masters, 7 mistresses), and 51 apprentices (39 boys, 12 girls).

The following schools have certificated teachers or apprentices (the majority both) :—

Lincoln, Central	Pinchbeck, East.
„ North District.	„ West.
„ Miss Cookson's.	Colsterworth.
Waddington.	Winterton.
Harmston.	Brigg.
Winteringham.	Welton-le-Wold.
Grantham.	Welton, near Lincoln.
Gainsboro'.	Brocklesby.
Weston, St. Mary's.	Boston, National.
Long Bennington.	„ West Church.
Spalding.	Wainfleet, St. Mary's.
Skirbeck.	Scotter and Scotton.
Spittlegate.	Messingham.
	Sleaford.

The central school at Lincoln has been entirely reorganized; a boarded floor and parallel desks have been put down, and there is a fair prospect of both schools becoming efficient. The North District School, situated above hill, has not made much progress during the past year, in consequence of the illness of the master, and a change of teachers. Miss Cookson's school in Eastgate still retains its character for efficiency.

The Governors of Christ's Hospital Blue-coat School have put it under inspection; no application for any pecuniary assistance has been made, there being ample funds for the support of the school. About 120 boys, of the same class as those in the National Schools, are boarded and educated gratuitously; those who remain in the establishment a certain number of years (seven, I believe) are, upon leaving, apprenticed to some trade. The school is conducted by a master and an assistant; the former lives in a house detached from the school premises, the latter resides in them. There is also a matron, who exercises a general superintendence over the domestic arrangements, and attends to the boys when they are ill. The present master, who has only been a short time in charge, before his appointment kept a commercial school in Lincoln. From the long period, during which a considerable portion of the boys are kept regularly under instruction, this school enjoys peculiar advantages; it ought to take the lead amongst the schools in Lincoln, and should occupy a very prominent place amongst those in the county.

The National School at Boston (the boys') has considerably increased in numbers; an infant school, or at least another class-room, is much needed; the managers are unwilling to refuse the admission of very young children, but their presence has been, and always will be, a great drawback to the exertions of the teachers, unless provision is made for their instruction in a separate apartment. The West Church Schools also have increased in numbers; the girls' school is intended for the education of the daughters of tradesmen and farmers, but the children of those in lower rank of life are not excluded. At Winteringham, on the Humber, considerable improvements were about to be made, by increasing the school accommodation; the large number in attendance renders this absolutely necessary; the school is doing well, and owes no inconsiderable portion of its efficiency to the well sustained labours of the parochial clergyman.

New school buildings are needed at Colsterworth; the school has been in an efficient state for some time. I wish I could report as favourably of the state of the premises; the poor accommodation provided for the children forms an unfavourable contrast to the efficiency of the school.

Large schools, with master's residence, have been built at Brigg, and are now in active operation.

At Wainfleet, St. Mary's, there is a large school under the management of the Governors of Bethlem Hospital; the school accommodation is not sufficient for the numbers in attendance; the managers would confer a considerable benefit upon the master, and increase the efficiency of the school, by building a class-room, or by enlarging the present school-room.

The worst school that I visited in Lincolnshire is that at Cockerington; it may truly be called "friendless," for no one seems to care about its fate.

NOTTINGHAMSHIRE.

Notting-hamshire.

In this county there are 41 schools under inspection, 14 certificated teachers (8 masters, 6 mistresses), 44 pupil-teachers (33 boys, 11 girls). Of these 14 teachers, 3 are in charge of schools in Nottingham, 6 in the suburbs of that town, 1 at Southwell, and the rest at Eastwood, Ollerton, and Stapelford.

Certificated teachers or apprentices are engaged in the following schools:—

Nottingham, Trinity.	Hyson Green.
„ St. John's.	Sneinton.
Carrington.	Ollerton.
Lenton.	Newark, Christ's Church.
Southwell.	Worksop.
Collingham.	Eastwood.
Stapelford.	Hucknall Torkard.

I cannot speak favourably of the progress of education in Nottinghamshire, and I must express my regret that more systematic and vigorous efforts have not been made for its promotion; there are a few honourable exceptions, but greater apathy has been shown in this county than in any of the other counties of which my district is composed. Dividing Nottinghamshire into two equal parts by a line running east and west, to the north of this division there are only nine schools under inspection, and one certificated teacher. Two of the schools in this part of the county are efficient,—the Ollerton district school, and that for boys at Worksop. In the schools at Newark, Retford, Mansfield, Bingham, Bawtry, Worksop, and Tuxford, there are no certificated teachers, and only two are under inspection.*

In Nottingham only three schools are under inspection; two of them, Trinity and St. John's, are well attended, particularly the boys' and infants'. The boys' and girls' schoolrooms belonging to the former have been united, and a new room built for the girls. Extensive alterations and improvements are contemplated in St. John's schools, in consequence

* Inspection has been recently invited for the school at Bingham.

of a considerable increase in the number of children, and the inconvenient arrangement of the teachers' residences.

In 1852 a grant of 454*l.* was made towards building schools at New Radford, which, though a separate district, in point of locality forms part of Nottingham; rooms are provided for boys, girls, and infants, but hitherto only the boys' has been occupied. These schools are situated in the midst of a dense population, where it is certain that an infant school would be popular and almost self-supporting.

At Basford, a large manufacturing village close to Nottingham, there is ample accommodation for boys and girls, but the schools are not half filled.

The school at Carrington, in the neighbourhood of Nottingham, is tolerably efficient; a girls' school is greatly needed. I can also report improvement in the school at Hyson Green. At Sneinton and Lenton the schools are making progress; the managers contemplate enlarging the latter, in consequence of an increase in the number in attendance.

The school at Barnby in the Willows, near Newark, is closed from want of funds; special reports were made to your Lordships about it, and also upon the circumstances under which I was prevented from inspecting the National schools at Mansfield Woodhouse, in consequence of the trustees having illegally let the premises to the trustees of another charity. A special report of the latter case is appended to my statistical tables.

Leicestershire.

In this county there are 68 schools under inspection, 22 certificated teachers (13 masters, 9 mistresses), 41 pupil-teachers (26 boys, 15 girls). Leicestershire.

The following schools, with one or two exceptions, are conducted by certificated teachers, the majority have pupil-teachers apprenticed in them:—

Leicester, County School.	Wymeswold.	Kibworth.
„ Christ Church.	Kegworth.	Barkestone.
„ Curzon Street.	Thurleston.	Knipton.
Nailstone.	Melton.	Thurmaston.
Burbage.	Waltham.	Market Harboro'.
Sheepshed.	Twyford.	Breedon-on-the-Hill.
Hathern.	Earlshilton.	

The county school in St. Nicholas's parish, Leicester, has increased in numbers, and is doing well under two certificated teachers; three pupil-teachers have finished their apprenticeship, and will probably compete for Queen's scholarships in December.

A new school, at present mixed under a master and sewing-mistress, has been opened in Curzon Street; there is a good attendance, and the school is in fair working order.

In consequence of a deficiency in the income of the school there is no mistress in the Christ Church school: the boys and girls are taught together by the master.

A new infant school (Emanuel's) has been opened at Loughboro'; there is so large an attendance that the mistress requires more efficient help.

The majority of the schools in Leicestershire have been inspected by Mr. Arnold, who, in his tabulated reports, does not speak favourably of several that he has visited in the hosiery districts, particularly a cluster of small schools in the neighbourhood of Ashby-de-la-Zouch, which have remained in the same inefficient state ever since I was acquainted with them. Still, taking the whole number of schools under inspection into consideration, there are several really efficient, whilst others are exhibiting symptoms of improvement; this is in a great measure due to the increased exertions of the clergy, but no one has had a greater share in effecting this improvement than the Rev. W. Fry, of Leicester, to whose exertions in the cause of education I have borne testimony in former reports. My object in thus again alluding to Mr. Fry is not to depreciate the exertions of others in the same cause; but his labours, affording as they do a remarkable and most encouraging example of what a man may effect single-handed in spite of obstacles and difficulties, by the exertion of a powerful and determined will, seem to me peculiarly deserving of record at a time like the present, when many sincere friends and promoters of education are almost tempted to despair, and so to suspend their efforts, on finding their labours so little productive of immediate results.

Derbyshire.

Derbyshire. In Derbyshire there are 117 schools under inspection, 40 certificated teachers (22 males, 18 females), and 87 apprentices (39 boys, 48 girls).

The majority of the following schools are provided with certificated teachers and apprentices:—

Derby, Trinity.
„ Curzon Street.
„ Christ Church.
„ St. Michael's.
„ Devonshire Street.
„ All Saints'.
„ St. Alkmund's.
„ St. Paul's.
Derby and Lichfield Diocesan Practising School.
Sudbury.
Stapenhill.
Longford.
Ilkeston.
Osmaston.
Duffield.
Chapel-en-le-Frith.
Chesterfield (Victoria).
Ripley.
Shardlow.
Draycott and Wilne.
Hathersage.
Charlesworth.
Shirley.
Castleton.
Little Eaton.
Edensor.
Ashbourne.

Tronville.	Brailsford.
Melbourne.	Belper.
Ockbrooke.	Alfreton.
Riddings.	Heanor.
Smalley.	Claycross.

I have to report favourably of the schools in Derby; with some exceptions, they are in good working order, and exhibit improvement, particularly in regard to the manner in which the lower classes are taught. The exceptions to which I allude are the schools in Traffic Street, Siddal's Lane, Bag Lane, and Devonshire Street, all situated in the parish of St. Peter. Of these, Traffic Street school has been closed between three and four years, and I am obliged to report, that notwithstanding the remonstrances of your Lordships, no real efforts have been made by the managers to reopen it; the windows are broken, and the premises are rapidly going out of repair; with a little exertion it might be opened at least as an infant school, and as such, from the population in the neighbourhood, it might be made nearly self-supporting.

No superintendence has been exercised over these schools for some time; the subscriptions have been suffered to fall into arrears; latterly the teachers in Bag Lane and Siddal's Lane schools have conducted them on their own account, deriving their salaries from the children's pence; the mistress of the latter has painted her name on the door. All these schools have had grants of money from the Parliamentary fund, and until recently were under the same committee of management, but an alteration has been made during the present year (1855). A separate committee has been formed for the schools in Devonshire Street* and Bag Lane; the other two remain under the same management, if it may be called by that term, as formerly. The clergyman of St. Peter's parish, who by the terms of the trust deeds is one of the managers of the four schools, declines having anything to do with those in Traffic Street and Siddal's Lane.

The Practising School of the Derby and Lichfield Diocesan Institution is progressing favourably; so many applications were made for admittance, that it was found necessary to limit the number of children.

New schools have been built at Matlock Bath, Draycott, and Claycross; at Ripley and Allestree new buildings are in progress.

The school at Middleton, near Wirksworth, has been closed for some time, in consequence of a deficiency in funds; at a meet-

* This school, which had previously been closed, was reopened in July 1855, and a certificated master appointed. The numbers have rapidly increased; a striking comment upon the remissness of the managers in not opening it sooner.

ing of the managers in July 1855, it was determined to take steps towards reopening it.

At Whittington no school was in operation when my colleague, Mr. Arnold, visited it, in consequence of a difference of opinion amongst the trustees as to the teaching of the Church catechism.

Certificated teachers.

In consequence of the regulations about certificates of merit, it will be necessary for the future to distinguish between teachers who have simply passed their examinations in the training schools, and those who, since 1853, are also in possession of their certificates, the degree and division of which will indicate on the part of the possessor not only a certain amount of knowledge, but power in imparting it, combined with skill in the management of a school. The withholding the certificate from teachers until they have given evidence of skill in their profession, as exhibited partly by the state of their schools and by their power in imparting information, cannot fail in impressing students in training schools with the conviction that something more is required in their profession than mere intellectual acquirement. The obligation also of remaining two years in charge of the same school before the certificate can be obtained, will act as a salutary check upon that tendency to change from one school to another, a practice of frequent occurrence, injurious to the school, and to the real interests of the teacher.

Their comparative efficiency.

I have to report favourably of the certificated masters and mistresses in my district. Their salaries are certainly not too high, but they receive a fair remuneration for their services, and generally they are doing their work contentedly and in a creditable manner. I have seldom visited schools previously in an inefficient state, that have not speedily exhibited signs of improvement after certificated teachers have been appointed, and I regret that their number in this district is not greater.

Associations of schoolmasters.

There are six associations of schoolmasters in my district. The co-operation of the clergy is always invited and gladly received; the intercourse which takes place at the periodical meetings appears to be of the most friendly and useful character, and I have reason for believing that all parties derive mutual benefit from the discussion of subjects connected with their profession, which are then brought under consideration.

Number of pupil-teachers who gained Queen's Scholarships in Dec. 1855.

Twenty-five pupil-teachers (nineteen male, six female,) finished their term of apprenticeship in the course of the present year (1855); of this number, 18 males, 8 females, succeeded in obtaining Queen's scholarships.* Some upon the conclusion

* *See* list in Appendix A.

of the apprenticeship take schools at once, being influenced partly by the desire of obtaining situations with more immediate remuneration, or by a dislike to further mental exertion and the wholesome discipline that would be exercised over them in a training school.

Good conduct of apprentices.

I have again to report favourably of the conduct of the apprentices; very few instances have occurred where the managers of schools have been obliged to give qualified certificates.

In deference to a wish expressed by several of the clergy that the examination of the pupil-teachers in religious knowledge and English history might be more definite, I subjoin a course of instruction in each of these subjects for the respective years of the apprenticeship:—

RELIGIOUS KNOWLEDGE.

SUBJECTS in which PUPIL-TEACHERS are to be EXAMINED in the respective YEARS of their APPRENTICESHIP.

—	OLD TESTAMENT.	NEW TESTAMENT.	FAITH AND DUTY.	LITURGICAL AND DOCTRINAL.
Candidate.	General Knowledge.	General Knowledge.	—	Catechism, with proofs.
End of 1 Year.	Genesis. Exodus.	St. Mark.	Chap. I.—VI.	Catechism, with proofs, M. and E. Service.
2	Creation to Birth of Samuel.	St. Luke, Acts of the Apostles.	All.	Articles I.—XVIII.
3	Birth of Samuel to Death of Solomon.	Four Gospels, Epistles (except following).	All.	Articles XIX.—XXXIX.
4	Death of Solomon to Return from Captivity.	Epistles of Saint Paul (except following).	All.	History of Church of England, History of Prayer Book.
5	Prophecies, more accurately, Jeremiah.	Hebrews. Romans.	—	History of Church, especially Centuries I—III.

ENGLISH HISTORY.

SUBJECTS of EXAMINATION for PUPIL-TEACHERS.

At the end of Year

3rd. Roman Invasion to end of Plantagenet.
4th. Houses of Tudor and Stuart.
5th. Houses of Brunswick—and the whole over again.

Difficulty in supplying the place of those whose apprenticeship is finished.

From the early age at which the children leave school great difficulty has been experienced in supplying the places of the pupil-teachers whose apprenticeship has terminated. In large towns, like Derby, Leicester, and Nottingham, there appears to be a constant demand for intelligent boys in the first-class of the National schools by the railway companies and by persons in business.

Capitation grant.

I subjoin a list of schools which have obtained the capitation grant in the course of the year; the number of schools availing themselves of this mode of assistance is increasing:

List of Schools in Counties of Northampton, Rutland, Lincoln, Nottingham, Leicester, and Derby, which have received Capitation Grants; with Amount of Grant; Number of Children on whom such Grant has been claimed; and average Attendance; from 31 August 1854 to 31 August 1855.

School.	Grant.	No. of Children who have attended 176 Days and upwards.	Average Attendance.
Northamptonshire.	£ s. d.		
Great Brington	6 9 0	23	74
Oundle	3 6 0	12	89
Rockingham	3 6 0	11	86
Thornhaugh	3 0 0	12	57
Harpole	6 2 0	22	65
Eydon	6 8 0	25	57
	28 11 0	105	428
Rutlandshire.			
Oakham	4 11 0	17	97
Ashwell	3 0 0	12	27
Empingham	3 1 0	9	40
	10 12 0	38	164
Lincolnshire.			
Brocklesby	7 3 0	25	80
Claypole	5 9 0	19	43
Heckington	1 3 0	4	20
Horncastle	14 6 0	50	–
Harmston	5 6 0	22	95
Kirton in Lindsey	12 16 0	46	80
Long Bennington	5 13 0	20	83
Messingham	3 6 0	11	57
Pinchbeck, West	7 15 0	27	76
,, East	5 17 0	21	89
Skirbeck	12 9 0	46	146
Scotter and Scotton	2 10 0	9	59
Wrawby	3 19 0	14	49
Waddington	4 12 0	16	82
Winterton	7 0 0	35	91
Welton	3 0 0	10	35
Winteringham	13 0 0	49	80
Weston, St. Mary's	5 19 0	21	53
	121 3 0	445	1218
Nottinghamshire.			
Collingham, South	5 3 0	18	102
Carrington	6 0 0	20	62
Dunham	1 15 0	6	58
Eastwood	16 6 0	54	126
Hyson Green	8 11 0	29	60
Lowdham	1 4 0	4	76
Lenton	21 10 0	76	342
Sneinton	7 16 0	26	69
Stapelford	10 12 0	27	99
Southwell	10 17 0	38	122
	89 14 0	298	1116

School.	Grant.	No. of Children who have attended 176 Days and upwards.	Average Attendance.
Leicestershire.	£ s. d.		
Belgrave	11 18 0	42	55
Barkestone	6 7 0	24	75
Burbage	3 18 0	13	62
Earlshilton	6 3 0	22	110
Gilmorton	9 4 0	32	40
Hathern	6 9 0	23	90
North Kilworth	2 2 0	7	32
Kincote	1 8 0	5	–
Kibworth	3 14 0	14	42
Knipton	2 7 0	8	48
Kegworth	10 8 0	38	131
Market Harboro'	7 0 0	27	53
Melton Mowbray	13 17 0	50	106
Nailstone	3 13 0	13	25
Quorndon	6 10 0	22	95
Sheepshed	15 1 0	54	201
Thurlaston	4 5 0	15	48
Twyford	3 18 0	14	30
Woodville	6 9 0	–	–
	124 11 0	423	1243
Derbyshire.			
Ashbourne	5 12 0	20	146
Alkmonton	1 3 0	4	–
Bolsover	3 0 0	10	60
Bakewell	0 15 0	3	30
Castleton	7 8 0	27	–
Chapel-en-le-Frith	5 0 0	18	72
,,	1 15 0	7	38
Derby, St. Paul's	14 11 0	50	89
Hathersage	3 0 0	10	49
Hazelwood	2 8 0	9	–
Ilkeston	13 17 0	49	157
Huliand	3 12 0	13	60
Ironville	19 11 0	70	281
Little Eaton	17 4 0	62	81
,,	13 19 0	50	85
Longford	2 19 0	11	39
,,	5 10 0	22	35
Measham	5 17 0	20	100
Melbourne	3 12 0	12	79
Ockbrooke	7 4 0	25	59
Ravenstone	2 10 0	9	35
Ridgway	2 5 0	8	43
Smelley	0 18 0	3	48
Shirley	3 12 0	13	38
Scropton	0 15 0	3	40
Stapenhill	2 8 0	8	45
,,	3 5 0	13	36
Shardlow	9 12 0	32	47
Stanton-le-Dale	17 19 0	82	72
	181 11 0	663	1859
Totals of 85 Schools	556 3 0	1572	6023

Great difficulty is experienced in raising adequate funds for the support of these schools, even under the most advantageous circumstances, and few persons are really aware what a heavy tax they are upon the parochial clergyman; but there is one source of income only imperfectly developed, and from which a much larger amount might be legitimately obtained. I allude to the school fees. Upon referring to Summary D. in Appendix B. to this report, it will be seen that only 4·49 per cent. of the scholars are paying 4*d.*, and 2·97 per cent. over 4*d.* per week; if the managers of schools would introduce a scale of payments graduated according to the means of the parents of the children, the funds of the schools would be greatly benefited. In some cases this has been done, and provided the school is fairly efficient, and the lowest rate of payment not beyond the means of the labouring class, I have never found the increased payments to have the effect of inducing the parents to remove their children.

Difficulty in raising funds for support of schools.

School fees.

Payments of scholars might be increased.

Farmers and tradesmen ought clearly to pay more than labourers and artizans.

Should be in proportion to means of the parents.

The following remarks, with which I was favoured by a clergyman* in my district, on the principles involved in a graduated scale of payments about to be introduced in a newly erected school, are worthy of consideration. He observes:—

Remarks on a graduated scale of school fees.

"The income of the schools arises partly from pence, partly from voluntary contributions. The pence payments are graduated. The graduation involves the following principles:—That the schools ought, when fully developed, to be self-supporting; that children ought to contribute to such support in proportion to the ability of their parents.

"Voluntary subscriptions should therefore be regarded as a temporary expedient, necessary in order to carry on the schools until developed or to meet emergencies.

"The following is the scale in which the twofold graduation of occupation and income removes in practice almost all difficulty in assigning the equitable amount of payment:—

	Weekly Summer Income.	Weekly Payments.	Quarterly Payments
The children of--			
Farmers, tradesmen, and others - -	25*s.* and upwards.	8*d.*†	8*s.*
Artizans, small shopkeepers, and others	15*s.* and under 25*s.*	4*d.*	4*s.*
Labourers and others - - - - -	12*s.* and under 15*s.*	3*d.*	3*s.*
„ „ - - - - -	under 12*s.*	2*d.*	2*s.*

"If there are more than two of a family in regular attendance at once, the third and fourth pay only half the above; a fifth pays only 1*d.*

"As long as voluntary contributions are an element of the income, the fol-

* The Rev. C. A. Stevens, formerly curate of Oakham.

† The payment of 8*d.* has been reduced to 6*d.*

lowing considerations bear upon the graduated scale:—Farmers, tradesmen, and others whose income cannot be taken at less than 25*s.* a week, ought to receive no help from voluntary subscriptions, which are of the nature of a charitable gift. They have already received a great gift by the liberality of those who have contributed to build a school for their children. Artizans, small shopkeepers, and others, of the second class, may be regarded as receiving a moderate amount of assistance from such source. Labourers and others, with smaller incomes, as receiving a greater amount. The proper application of voluntary contributions is the establishing and cherishing of institutions. All institutions should, *as far as possible*, be self-supporting when in full action."

I think the foregoing remarks, and the scale of payments annexed, are worthy of the consideration of promoters of schools, especially when a new one is about to be opened, and the managers are in doubt whether to introduce a uniform system or a graduated scale of payments.

I have the honor to be, &c.

J. J. BLANDFORD.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

List of Pupil-teachers in Rev. J. J. Blandford's District who obtained Queen's Scholarships in December 1855.

MALES (in order of merit).

First Class.—Scholarship of 23*l.*, with a personal Allowance of 4*l.*

Name of Candidate.	Name of School.
Smith, Joseph Henry	Leicester County School.
Walker, Walter	Ditto ditto.
Perkins, Thomas	Ditto ditto.
Wright, James	Leicester, Christ Church, N. S.
Wortley, John	Hathern, National School.
Lakin, Thomas	Ditto ditto.
Reddish, Henry	Newark, Ch. Ch., N. S.
Minkley, George Henry	Southwell (Notts), N. S.
Lloyd, William	Northampton, St. Giles', N. S.
Maltby Edward	Southwell (Notts), N. S.
Brown, Henry	Osmaston, N. S,
Smith, John A.	Belper, N. S.

Second Class.—Scholarship of 23*l.* No personal Allowance.

Mensing, Thomas	Nottingham, St. John's.
Barnacle, John	Empingham (Stamford), Foster's Charity.
Alcock, Walter W.	Brailsford, N. S.
Adkinson, William	Kibworth Harcourt, P. S.
King, Thomas	Weston, St. Mary's (Lincolnshire).
Wroughton, James	Nottingham, Trinity School.

FEMALES (in order of merit).

First Class.—Scholarship of 17*l.*, with a personal Allowance of 3*l.*

Warwick, Eliza	Northampton, All Saints (Infant School).
Howitt, Lydia	Lenton, N. S., Notts (Infant School).
Hindley, Sarah	Ditto ditto ditto.
Wickens, Maria	Northampton, St. Katherine's (Infant School).
Carter, Louisa	Lenton, Girls, N. S. (Notts).
Pinches, Susanna	Skirbeck, N. S.
Burrows, Hester M.	Northampton, All Saints' (Infant School).

Second Class.—Scholarship of 17*l.* No personal Allowance.

Kitchen, Ann	Barkstone, N. S. (Leicestershire).

Appendix B.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by Rev. J. J. Blandford and Rev. E. P. Arnold.

Summary *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
394	122	110	57	244	48,859	28,250	31,489	137	251

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·29	4·92	7·6	11·87	13·43	14·66	13·25	11·51	8·41	5·89	3·33	1·84

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
42·07	22·97	15·65	9·76	5·4	4·15

Summary *b*.

Aggregate *Annual Income*, as stated by Managers, of 330† of Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
2,172 16 2	11,297 14 0½	8,841 13 1	3,131 6 11½	25,443 10 8½	18 0½

Aggregate *Annual Expenditure*, as stated by Managers, of 330† of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
21,095 14 8½	1,585 18 2½	4,157 13 10½	26,839 6 9½	19 0½	28,225

* At the date of closing these Summaries.
† The number of Schools inspected during the year was 394; but from 64 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

Summary *c.*

AVERAGE SALARIES OF TEACHERS, including *all* emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	87 10 9	82	50
	Uncertificated	46 11 2	170	105
Schoolmistresses	Certificated	56 17 6	48	33
	Uncertificated	28 9 7	135	53
Infants' Schoolmistresses	Certificated	59 17 1	7	4
	Uncertificated	27 5 9	53	17

Summary *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
272	29,921	41·37	39·23	11·94	4·49	2·97

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools, the* Rev. W. H. BROOKFIELD, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* KENT, SURREY, *and* SUSSEX.

MY LORDS, January 1856.

A GLANCE at the reports heretofore presented by Her Majesty's Inspectors of schools will show that, without any formal agreement to that effect, and by a sort of intuitive consent, they have uniformly, or with scarcely an exception, withheld from making any exhibition of those blundering answers—sometimes felicitously droll, but oftener simply erroneous—with which their experience as examiners, whether orally or on paper, must frequently acquaint them. This commendable reserve may be attributed, perhaps, partly to a good-natured reluctance to hold error up to ridicule; partly to an instinctive conviction that absurd answers imply questions not entirely skilful; and partly, no doubt, to a laudable desire to maintain undisturbed that decorous gravity which is the prescriptive characteristic of a "blue book." And if, for once and for a special and important purpose, I am led on the present occasion to depart from this convenient restriction, it is not in the slightest disregard to the motives adverted to, but it is because I hope that in doing so I shall not be found in the smallest degree to have forgotten them. I propose to introduce two answers, copied *verbatim* from two children's slates, on which they had been written at a school inspection, in reply to two most popular and simple questions in the Church Catechism. My object in reciting these answers is not to *expose* the *amount* of ignorance that prevails in this branch of instruction; for in this respect two isolated answers from a single school would prove nothing one way or another. But my object is to *illustrate* a *kind* of ignorance which I assert to be deplorably extensive. I refer to that kind of apprehension which catches the sound of what is taught, but utterly ignores the sense. It is conceivable, and indeed within my own experience, that a child, of tolerable ear, memory, and articulation, may be taught to recite a song, as it is gabbled and clucked by savages in the heart of Africa, without attaching a single idea to a single syllable of the composition. It is conceivable that a boy may be taught to repeat even lengthy passages in Hebrew, Greek, or Latin—(I have known it done, though not in elementary schools for the poor)—long before he could either decypher one letter or translate one word of the

language in which those passages were written. Now, to some extent,—I do not say that the extent is great, but that it is sufficient to produce a difficulty,—the language of the Church Catechism is no longer a spoken language; *i. e.*, it is not the popular and current phraseology of the present day, certainly not the phraseology current amongst children, or easily intelligible to them. In whatever degree this is true (and that it is true in some degree nobody will gainsay), it follows that, whenever and wherever taught, the Catechism requires to be translated into the present and actual vernacular, in order to reach the apprehension of the learners. I am not insensible to the difficulty of this translation. I know the pains, the patience, the adroitness, the good sense, the intuitive adaptation to the task, which, in teaching this formulary to young children, would be indispensable. Therefore, to say that is not adequately done is no severe reflection. At all events, it is a reflection which, if entertained by an Inspector, ought not to be suppressed. In a previous report I have acknowledged, that "the repetition of the Church Catechism with verbal accuracy is the most generally diffused of our school accomplishments." It is now my duty to express the conviction that the understanding of it bears but a scanty proportion to the time spent in committing it to memory. It is not to *prove* this,—for I have no other proof than my own personal observation,—but it is to *illustrate* the extent to which the sounds, or some approximation to the sounds, may be taught at a great cost of labour, without any commensurate appreciation of the sense, that I introduce the two answers written down on slates, and copied by me *verbatim* at the time. And, if I do this not without some reluctance and hesitation, it is not because I fear that any ill-nature can be imputed in exhibiting what never can be traced to the school or to the children from which it was derived; still less is it because I tremble to disturb the solemnity of a report by anything of a ludicrous tendency,—for there can be nothing ludicrous in so deplorable a net result of ignorance and absurdity, after so much time and labour spent in teaching;—but I introduce the answers with some hesitation, lest, in presenting anything of a grotesque character which may appear in these results of bad teaching, it should be supposed that any reflection is intended on the matter taught or professed to be taught, or on the practice almost universally prevalent of teaching it. My complaint is, not that the Church Catechism is taught, but that, while purporting to be taught, it is not taught competently; not that time and toil, and patience and impatience, are spent upon it, but, that they are spent so much in vain;—that the sound, or an approximation to the sound, is all that in most instances is attained;—that two children of average intelligence (for they were such of about 11 years)

each, who did their arithmetic and reading tolerably well, who wrote something pretty legible, intelligible, and sensible about an omnibus and about a steam-boat, should, after the irksome (and what irksomeness it must have been!), the weary, the reiterated drilling of four or five years, half an hour a day, in day school and Sunday school, produce such answers as the following to the two questions,—"What is thy duty towards God?" and "What is thy duty towards thy neighbour?"

The first answer is:—

"My duty toads God is to bleed in him to fering and to loaf withold your arts withold my mine withold my sold and with my sernth to whirchp and to give thinks to put my old trast in him to call upon him to onner his old name and his world and to save him truly all the days of my lifes end."

The second is:—

"My dooty tords my Nabers to love him as thyself and to do to all men as I wed thou shall do and to me to love onner and suke my farther and Mother to onner and to bay the queen and all that are pet in a forty under her to smit myself to all my gooness teaches sportial pastures and marsters to oughten mysilf lordly and every to all my betters to hut no body by would nor deed to be trew in jest in all my deelins to beer no malis nor ated in your arts to kep my ands from pecken and steel my turn from evil speak and lawing and slanders not to civet nor desar othermans good but to lern laber trewly to git my own leaving and to do my dooty in that state if life and to each it his please God to call men."

I will add another—less illiterate, but indicating precisely the same class of error—copied from the slate of an intelligent boy, in a good school, under a very able master, in the parish of an active clergyman. It is in answer to the question,—"What did your godfathers and godmothers then for you?"

"They did promis and voal three things in my name first that I should pernounce of the devel and all his walks pumps and valities of this wicked wold and all the sinful larsts of the flesh," &c.

Now, with mere bad spelling in these specimens I have comparatively little quarrel. If by "whirchp" the child means worship—by "sportial pastures" spiritual pastors, and by "lawing" lying—the evil would not be very deep. But, if these citations be read aloud with the rapid utterance and foggy articulation which is so often permitted in schools, it will be found that errors and confusions and splicings of words—which mere bad spelling cannot account for—which nothing but downright non-apprehension (for I can scarcely dignify it by the name of *mis*apprehension) of the meaning can account for—will nevertheless *sound* very much like the answers given with correctness. And I will almost undertake to say that each of the children who wrote the above answers would have repeated them *vivâ voce*, at a Midsummer examination, without detection of anything amiss, and might probably have borne off a medal of merit suspended by a blue

ribband—for intelligence, good conduct, and general assiduity in school duties—*which I have not the slightest doubt that in all those particulars they would have deserved.* For it is not their fault that the phraseology is of a kind which, though not obsolete, is no longer current. It is not their fault that it demands unwearied explanation, illustration, and adroit incitement, to awaken interest in such subjects, and to sustain it; and that these, in turn, require—not so much intelligence on the part of the teacher, as judicious adaptation of no common order. It is not many days since I was in a school of average quality, consisting of 230 children. The children spent half an hour of every day, excepting Saturdays, in learning the Church Catechism. Three fourths of them professed to repeat it. But throughout the school *not one* either could tell or knew (for knowing and being able to tell do not always go together) what was the meaning of "succour," "slander," "inheritor," or "spiritual pastors." It is not unfrequently allgeed, by those who admit the perfunctory and mechanical manner in which the Church Catechism is usually learned, that, though the words do not, during school days, convey ideas,—though the sounds lie dormant in the mind even for years,—yet they afterwards awaken into life and assume their true significance, and become effective for instruction unto righteousness; and in support of this theory a sentence is quoted from the Book whose slightest word ought to allay the petulance of self-confident controversy,—"Cast thy bread upon the waters; for thou shalt find it after many days." I submit—with great deference—that this text would apply, with admirable precision, to the more plain and popular passages of Holy Scripture, which, even by children, are much more easily understood than appreciated; as, for instance,—(though the number and equal sacredness of such passages baffle selection),—"Are not two sparrows sold for a farthing? and one of them shall not fall on the ground without your Father."—"Whosoever shall give to drink unto one of these little ones a cup of cold water only, in the name of a disciple," &c.—"Behold the fowls of the air:" &c.—"Consider the lilies of the field," &c. In all these passages the phraseology and the ideas are obvious to the infant mind, though the subject be too reflective to fasten upon their interest. But still they understand it—they remember it—and it retains its life; though dormant, in their minds, and will, or at all events may, in due season, sprout into growth, and bear the fruit of warning, of guidance, or of consolation, as the case may be. Such passages learned by heart in childhood—when the memory is most receptive and retentive—such passages really do resemble the bread (or seed) cast upon the waters (irrigated plains), and shall be found germinating after many

days. But, with regard to teaching the Catechism without due explanation—or with imperfect ill-adapted explanation,—with regard to forcing it upon years too tender to be capable of explanation, in the hope that it will be remembered and resorted to as to a hidden, but too long forgotten, treasure afterwards;—with regard to blowing such notes coldly into the bugle and suffering them to freeze there in the blowing, in the hope that afterwards, by the fireside, they will thaw and melt into consecutive melody; I do not believe that such an expectation is warranted by rational probability, or consistent with authentic experience. It grieves me—who am not prone to use such words—it grieves me to think how this daily half hour—which is usually spent in learning the Catechism by rote and with such poor success—might have been spent in learning small portions of it, such as the Lord's Prayer, the Commandments, and the duties towards God and our neighbour, thoroughly and well, and with intelligence,—and with really apt and appropriate Scripture illustrations;—and how, in the course of those years which result in such grotesque results as I have recited, almost every recorded word of the Redeemer might have been stored in the memory, never to be forgotten. This would, indeed, have been "bread upon the waters." I wish that some judicious person would collect and print, in a plain legible type, without comment, that might be easily read by children from seven years to fourteen years old, the plain, uncontroversial, memorable sentences, comparatively thinly scattered in the older histories and prophesies,—such as "Shall not the Judge of all the earth do right?" "I know that my redeemer liveth," &c.;—more frequently in the Psalms, "The Lord is my shepherd;" &c.; "Commune with your own heart, and in your chamber, and be still;"—profusely in the Gospels and Epistles, "Not every one that saith unto me, Lord, Lord," &c.; "If ye forgive not men their trespasses," &c.; "O death, where is thy sting?" "The sting of death is sin," &c. The catechism in itself, however, if we except the latter portion on the Sacraments, is not insuperably difficult to be interpreted to children, and is the most compact formulary of the kind in our language. It is required by our Church to be taught. But I do not consider that getting it off by sound fulfils the conditions of teaching. To all this it may be replied that I have usually reported the religious instruction in schools as *satisfactory*. Most true! and I shall be prone to continue so to report it when I have the satisfaction of the parochial clergyman's acquiescence in the verdict that it approximates to the prevailing standard. Satisfactory is a comparative term, and, according to the existing standard, I have generally been able to countersign the parochial clergyman's certificate in

favour of the religious attainment in his school. A comparatively creditable acquaintance with Scripture doctrines, history, and precepts is quite compatible with a very scanty and barren intelligence of the Church Catechism. And again, to be satisfied with the approximation made to a prevailing standard is a very different thing from being satisfied with the standard itself. With the former I am very well contented in the South-eastern district; with the latter, which I presume is pretty much the same all over England, I am not content at all. I think, but submit it only as an individual and very humble opinion, that a great deal too much is attempted and too little realized. It appears to me that historical portions of Scripture are read without due selection, connexion, coherency, or practical application; and that they might, with some obvious exceptions, at such tender years be allowed to give place to portions directly connected with the Redeemer's personal ministry on earth; which latter might, in that case, find time to be coherently, intelligently, impressively, thoroughly taught. "Little and well" is a formula of universal currency though of partial adoption; and to nothing could it be more properly applied than to the religious instruction of children who average about three years at school, and leave at twelve years old. Remembering, too, that memory is one of the most craving and retentive qualities in a child so young, I should think that Scripture texts, of the plain impressive character before adverted to, judiciously selected with a view to warning the heedless, guiding the weak, and comforting the afflicted, might advantageously be learned by heart, and frequently repeated to an extent which I have scarcely ever seen adopted. I wish that the necessity of avoiding invidious distinction did not hinder me from enumerating some schools which furnish the model of almost all that I could desire. Their managers, however, will have no difficulty in filling up the blank which I am compelled to leave. I trust that it may be my grateful task another year to acknowledge that such schools are beginning to form a majority.

I have the honor to be, &c.

W. H. BROOKFIELD.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1854-5, ON SCHOOLS INSPECTED BY REV. W. H. BROOKFIELD, REV. R. L. KOE, AND REV. T. WILKINSON.

SUMMARY *a*.

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.* institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
296	161	168	71	104	56,205	38,426	40,294	216	572

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
1·85	2·78	4·87	9·43	14·25	16·27	15·47	13·8	10·07	6·77	3·28	1·16

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
40·34	22·91	15·49	10·28	6·14	4·84

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of 251† of Schools enumerated in Summary *a*.												Average Income per Scholar in attendance.‡		
From Endowment.			From Voluntary Contributions.			From School Pence.			From other Sources.			TOTAL.					
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
3,919	15	1¼	18,364	4	5½	9,619	19	4	4,869	12	6¼	36,773	11	5½	1	1	3¼

Aggregate *Annual Expenditure*, as stated by Managers, of 251† of Schools enumerated in Summary *a*.									Average Expenditure per Scholar in attendance.‡			No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.			Books and Apparatus.			Miscellaneous.			TOTAL							
£	s.	d.	£	s.	d	£	s.	d.	£	s.	d.	£	s.	d		
24,538	0	10	2,530	18	10½	11,208	8	3½	38,077	8	0½	1	2	0½	34,567	

* At the date of closing these Summaries.

† The number of Schools inspected during the year was 296; but from 45 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	89 19 4	112	74
	Uncertificated	66 16 1	91	66
SCHOOLMISTRESSES	Certificated	60 14 10	89	56
	Uncertificated	39 2 2	95	66
INFANTS' SCHOOLMISTRESSES	Certificated	57 8 1	15	8
	Uncertificated	34 18 9	54	23

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
230	40,938	51·96	37·41	6·46	1·67	2·5

APPENDIX B.

THE ASHBURTON PRIZES.

IN the examination this year for prizes for proficiency in the teaching of common things. Lord Ashburton secured the valuable assistance of Dr. Carpenter, of University Hall, whose name in science stands far above any praise from me. As the papers passed through my hands, I venture to insert the questions here. The Rev. Arthur Rigge, of the Chester Training School, contributed some very interesting and valuable models illustrative of industrial mechanics, which he requested might be awarded as supplementary prizes to deserving competitors. The prizes were adjudged as follows:—

MALE CANDIDATES.—First prize of 15*l.* to Mr. Gedge, Brixton, Isle of Wight; three prizes of 4*l.* 13*s.* 4*d.* each to Mr. A. Clark, Winchester; Mr. J. M'Farland, Petersfield; Mr. Rimer, Bitterne, Southampton. One student's prize of 8*l.* to Mr. Fabian, Wolvesey, Winton.

FEMALE CANDIDATES.—First prizes, 7*l.* 10*s.* each, to Miss Sailly, King's Somborne, Hants; Miss Taylor, Petersfield; two prizes of 2*l.* each to Miss Jackson, Salisbury Training School; Miss Withers, Salisbury Training School; and prizes of 1*l.* each to four other students of the same institution.

The mechanical models of the Chester Training School were divided between Mr. Crispin, Warminster; Mr. Dear, Abbott's Ann, Hants; Mr. M'Farland, Alverstoke.

The questions were as follows:—

MALE CANDIDATES.

MORNING.—*Three hours and a half allowed for this paper. Two questions to be answered in each section, and more as time may permit.*
Be careful to write your name, age, and college, if a student,—or school, if a teacher; and how long in either.

SECTION I.

1. What are the nutritive values of *potatoes* and *rice*, as compared with bread? what is that of bread as compared with *meat*? and how far may the combination of meat with potatoes be considered the equivalent of bread?

2. What are the causes of death by *drowning*? and what measures should you take to restore animation in a body taken out of the water apparently dead? When should you judge such attempts to be useless?

3. Describe the general nature of the *metamorphoses of insects*, and any particular example of the process that may be best known to you.

4. What are the *insects* which do most injury to the British *farmer* and *gardener*? in which state of their lives are they respectively most injurious? and how may their multiplication be best restrained?

5. What is the *food of plants*? Whence does a tree growing in a thin layer of soil covering a rock, obtain the material not only to increase its own size but to add to the soil? By what stages does a coral island in the tropics, at first quite barren, gradually become clothed with rich vegetation?

6. What are the direct advantages and disadvantages to the health of man, of living upon the following soils—clay, sand, gravel, chalk? What are the qualities which render these soils respectively valuable, or otherwise, to the farmer or gardener? How may their advantages be turned to the best account, and how may their defects be most easily remedied?

SECTION II.

1. Why does the *thermometer* mark differences of heat and cold? Why is *mercury* to be generally preferred to *water* or *spirit* in its construction, and for what purpose would you employ either of these liquids in its stead?

2. Is there any difference in the *heat* required to boil water at the *bottom* and at the *top* of a high mountain? if there be, explain why.

3. Is the *burning of lime* a real combustion? if not, what is it? What are the properties of burned lime, and what makes it essential as a material of mortar and other cements?

4. What is the nature of *coal*? and what are the products of its combustion? In what manner does it lie in the ground, and what kind of rocks are commonly found below and above it?

5. What is the nature of *smoke*, and what causes it to be given off by a *fire*, *lamp*, or *candle*? In what mode of feeding a furnace will the fire give out *most*, and in what mode *least* smoke? Which of the two is most economical, and why? and how far may the same principle be applied to a common fire?

6. What are the smallest dimensions of a chamber which you would think large enough to be occupied as the sleeping apartment of *a single* person, without chimney-vent or any other opening to the outer air; and how might you best make such an apartment serve for the accommodation of *two* or more persons, without injury to health?

SECTION III.

1. How might you ascertain the *height* of an overhanging cliff or high tower, or the *depth* of a deep shaft, by letting fall a stone? Supposing that an arrow or bullet were projected vertically upwards, so as to come down in the same place, how might you determine the *height* to which it had risen?

2. What are the three kinds of *levers*? What general rule expresses the mechanical effect of all of them? In what ordinary instruments, and in what parts of the human body, do we find examples of them?

3. Explain why the locomotive engine of a railway train only puts the train in motion very slowly at first; why the rate of motion gradually increases, but not beyond certain limits; why, when the steam has been shut off, the train continues to move on; and how it is brought to a stand at the required point.

4. If you see a gun fired at a considerable distance, why is there an *interval* between the flash and the report; and how, by observing that interval, may you estimate the distance? Apply the same explanation to the differences in the interval between the lightning flash and the thunder-clap, and in the length of the latter.

5. Explain the structure and action of the garden engine, the fire-engine, or any other kind of *force-pump*.

6. Explain the action of the *safety-valve* in a steam-boiler, and the mode in which it may be rendered inefficient for its purpose by carelessness or wilfulness.

AFTERNOON.—*Three hours and a half allowed for this paper. Two questions to be answered in each section, and more as time may permit.*

Be careful to write in the top right-hand corner of your paper your name, age, and college, if a student; and your school, if a teacher; and how long in either.

SECTION I.

1. A man receives a *wound* in a limb, which bleeds profusely; how would you distinguish whether the blood is *arterial* or *venous*? and how, in each case, would you endeavour to stop it?

2. Why should the accumulation of stable manure, or of decaying garden stuff, or the keeping of pigs close to a dwelling-house or school-room, or the existence of a cesspool beneath its floor, be dangerous to health? and to what class of diseases will it tend to render the inmates liable?

3. What most valuable purpose, on the other hand, may stable manure, decaying garden stuff, pigs' litter, or the contents of privies, be made to answer? and how may these matters be turned to the best account?

4. Why, in a severe winter (like the last) is the rate of *mortality* largely increased, so long as the cold continues; and why should this increase be chiefly among infants and old people, and among adults enfeebled by want of food or by ill-health? Is there any practical conclusion to be drawn from this fact respecting the nurture of children?

5. Why does clothing wetted on the outer surface produce a sensation of cold? Why is this particularly injurious when the body is at rest? and how may its bad effects be best prevented?

6. A large number of persons are collected in a church or lecture-room, lighted with gas, lamps, or candles, and imperfectly ventilated; in what mode is the air of the building injuriously affected by the breathing of the persons it contains? and how does the burning of the lights contribute to the same result?

SECTION II.

1. Define the terms *solids*, *liquids*, *vapours*, and *gases*; state in what they agree, and in what they differ; and mention any substances which you know to exist in one or more of those forms.

2. What are the ingredients of *gunpowder*? what chemical changes take place in its combustion, and on what do its explosive powers depend?

3. How is ordinary *gas* (for lighting the streets) prepared? what is its chemical composition? what are the products of its combustion? and what is the cause of the explosions to which it sometimes gives rise?

4. In what state is *iron* most commonly found? with what other important substances is it usually associated? and how does that association become peculiarly valuable in turning the ore to good account?

5. What is the cause of the difference of the relative length of the *days* and *nights* at different seasons? Is there any part of the earth where they are of equal length throughout the year? and how is it that vegetation is so peculiarly rapid within the Arctic circle during the short summer?

6. Describe the form and arrangement of the cells in a *honeycomb*; and show how the greatest strength of the walls, and the greatest capacity of the cells, are attained with the least expenditure of material?

Section III.

1. What do you mean by the *absorption* of heat, and what influence has the colour and polish of the surface upon the degree in which it becomes heated? Mention any simple experiments by which this may be shown.
2. What do you mean by the *radiation* of heat, and what are the *best*, and what the *worst*, radiating surfaces?
3. What is the nature of *lightning*? in what situation is a stroke of lightning most to be feared? and how may it best be guarded against?
4. What do you mean by the *inertia* of a body, and what proof can you give that a body in motion tends to remain in motion, until brought to a stand by some opposing force.
5. Why does a stick or oar, placed in the water obliquely, appear bent? Can you give any other examples referable to the same law, and what is that law?
6. Give a general account of the action of the *steam engine*; explain the essential difference between a *condensing* and a high-pressure engine; and point out the circumstances under which one is to be preferred to the other.

FEMALE CANDIDATES.

Morning.—*Three hours and a half allowed for this paper. Two questions to be answered in each section, and more as time may permit.*
Be careful to write your name, age, and college, if a student, or school, if a teacher; and how long in either.

Section I.

1. What are the nutritive values of *potatoes* and *rice*, as compared with bread? what is that of bread as compared with *meat*? and how far may the combination of meat with potatoes be considered the equivalent of bread?
2. What are the causes of death by *drowning*? and what measures should you take to restore animation in a body taken out of the water apparently dead? When should you judge such attempts to be useless?
3. Describe the general nature of the *metamorphoses of insects*, and any particular example of the process that may be best known to you.
4. What is the *food of plants*? Whence does a tree growing in a thin layer of soil covering a rock, obtain the material not only to increase its own size, but to add to the soil? By what stages does a coral island in the tropics, at first quite barren, gradually become clothed with rich vegetation?
5. What are the smallest dimensions of a chamber which you would think large enough to be occupied as the sleeping apartment of a *single* person, without chimney-vent or any other opening to the outer air; and how might you best make such an apartment serve for the accommodation of *two* or more persons, without injury to health?
6. If you see a gun fired at a considerable distance, why is there an *interval* between the flash and the report; and how, by observing that interval, may you estimate the distance? Apply the same explanation to the differences in the interval between the lightning flash and the thunder-clap, and in the length of the latter.

Section II.

1. Describe the making of *bread*, and explain the use of yeast in causing the dough to rise. What do you mean by saying that bread is "heavy," and what are the injurious properties of such bread? How may bread best be *made*, and how may it be *kept*, so as to remain moist for several days? Is there any mode in which good light bread may be made without yeast; and what are its advantages and disadvantages?
2. What are the components of *milk*, and how are these separated from each other in the ordinary processes of making cheese and butter? How may butter best be prepared for keeping without turning rancid?
3. What are the respective advantages of cotton, linen, and woollen, as articles of *clothing*? For what garments are they to be respectively preferred, and why?

4. Whence do *bees* obtain the materials for *honey*, *bee-bread* or *farina*, and *wax*? What are the respective uses of these substances in the economy of bees, and their uses to man?

AFTERNOON.—*Three hours and a half allowed for this paper. Two questions to be answered in each section, and more as time may permit.*

Be careful to write in the top right-hand corner of your paper your name and age; your college, if a student; and your school, if a teacher; and how long in either.

SECTION I.

1. A man receives a *wound* in a limb, which bleeds profusely; how would you distinguish whether the blood is *arterial* or *venous*? and how, in each case, would you endeavour to stop it?

2. Why does clothing wetted on the outer surface produce a sensation of cold? Why is this particularly injurious when the body is at rest? and how may its bad effects be best prevented?

3. A large number of persons are collected in a church or lecture room, lighted with gas, lamps, or candles, and imperfectly ventilated; in what mode is the air of the building injuriously affected by the breathing of the persons it contains? and how does the burning of the lights contribute to the same result?

4. What is the cause of the difference of the relative length of the *days* and *nights* at different seasons? Is there any part of the earth where they are of equal length throughout the year? and how is it that vegetation is so rapid within the Arctic circle during the short summer?

5. What do you mean by the *absorption* of heat, and what influence has the colour and polish of the surface upon the degree in which it becomes heated? Mention any simple experiments by which this may be shown.

SECTION II.

1. If you continue to knead in your hand a small quantity of *wheat flour*, under a trickling stream of water, so long as this runs off white, you will find remaining in your hand a peculiarly tenacious dough, whilst, if you have collected the water in a basin, you will find that a white powder will settle after a time to the bottom: what are these substances, and what are the properties of each? what are their respective values as articles of food? and how is it that their combination renders bread so valuable an article of diet?

2. What are the organs of the body whose regular action is interfered with by *tight-lacing*? and what effects on the health may a continuance of that practice be expected to induce?

3. What is the nature of fur in the tea-kettle, and why does it accumulate more rapidly in some cases than others? What injurious effect has it when it becomes thick, and what is the best means of preventing it, or of getting rid of it?

4. In what state should you endeavour to keep the air of a sick-room, or of a lying-in room; and in what class of diseases is attention to *ventilation* of peculiar importance?

5. Remembering that the greater portion of the female sex are destined to be *mothers*, state what points in the management of *infants* you think every female should learn.

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools, the* Rev. W. J. KENNEDY, M.A., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the County of* LANCASTER, *and in the* ISLE OF MAN.

MY LORDS, Preston, January 1856.

I HAVE the honor to present my report for the year 1855.

The usual tables, containing the main statistical facts respecting each school inspected during the year by my colleague, the Rev. W. Birley, and by myself, in Lancashire and in the Isle of Man, have been printed separately for circulation among the schools under inspection in my district. These tables show most of the important details respecting the state of each school inspected. And, in the few remarks which I shall make in this general report, I purpose chiefly to record the impressions left on my mind respecting the general state of popular education—especially respecting its progress and its shortcomings; and perhaps I may offer some few suggestions for its further development and improvement, derived from the experience of this and of former years.

General improvement in schools under inspection.

I think I may say, with strict accuracy, after seven years' inspection of schools, that I see a marked improvement in schools inspected. This improvement appears to me to consist more particularly in the better order, organization, and discipline which prevail; and, to some extent also, in the increased attainments and intelligence of the children. These schools are generally much better fitted up, and better supplied with desks, books, and apparatus, than they were when I first inspected them. There is much more attention paid to the important details and minutiæ of a school, and much less slovenliness of all kinds than there used to be. If I had perceived these things in no other way, I should have been led to perceive them by the much greater facility there is in examining the schools than there was when they were less well regulated. One main reason of this improved state of things is the more general supply of well educated and duly competent teachers. The wonder is that the country ever went on so long without taking steps to secure a regular supply of competent instructors—a fact which can only be accounted for by there not having been adequate notions about, and a due value for, the education of the people. Looking back about twenty years ago, teachers of National schools were, as a general rule, careless and slovenly both

One main reason of improvement is that there are better teachers than there used to be.

about their own person and about the school-room. They now pay a becoming attention both to their own appearance and to that of the school.* Formerly, we used to see large numbers of small, ill-placed, shapeless classes, under the charge of a tribe of little monitors, between whom and their weary charges there was a constant squabbling, while the master, in serene tranquillity, mended pens at his desk, though he now and then startled the disputants by sudden stentorian threatenings, or by periodical smacks on the desk of the well-known cane. We now see, in pleasing contrast, well arranged classes sitting unfatigued at parallel desks, each under the charge of the master, or the assistant-master, or an apprentice, with its own black-board and map, and piles of clean and good books, all ready at hand for use. Thus far, certainly the schools under inspection in Lancashire and the Isle of Man, present a most pleasing contrast to those painful abodes of noise and dirt, and I might add, of idleness and ignorance, which were called National schools some twenty years ago. We have order instead of disorder, comparative cleanliness and tidiness in place of dirt and slovenliness, classification instead of confusion, and uniform obedience and reverence in the room of quarrelling and of positive disrespect alternating with sullenness. So much, at least, is certainly gained in a majority of the more important schools. And all this must produce an excellent moral effect on children.†

Still too many schools inadequate from being too confined, ill-placed, ill-drained, and ill-ventilated.

I am sorry to be obliged to add that, even in schools under inspection, the rooms and the playgrounds and offices are too often quite insufficient; even where the schools are, in other respects, praiseworthy. In several cases, the drainage is bad and unwholesome; in some, the schools abut upon burial grounds; in some, the schools are below the level of the earth, close, and sometimes damp; in others, they are in the midst of crowded and noisy thoroughfares, where the attention of the children is distracted, and the voices of teachers and scholars difficult to be heard. In very many cases, there is either no playground at all, or one which is quite inadequate; in most cases, ventilation is very defective. I hope that, for the future, the local promoters of schools will carefully guard beforehand against these defects when erecting institutions which are to serve for generation after generation. When

* Though I rejoice to see clean school-rooms, yet I should be much obliged to teachers if they would not let them be actually wet or damp from the fresh scouring on the day of inspection. I have really suffered severely from this circumstance on more than one occasion.

† A pleasing feature about some country schools is that the children are encouraged to cultivate flowers, and at the midsummer holidays, or at the annual examination, if it fall conveniently, there is a show of their flowers, and prizes are awarded.

once the mistake is made of building a school on a bad site, or in a defective manner, the evil can rarely be remedied, except at a great sacrifice. It is less expensive in the long run to do the thing well at first; the best article will be the cheapest in the end.

Large schools generally better than small schools.

I do not think I have ever mentioned one fact in connexion with schools, which has been impressed upon my attention by experience. I mean that, as a general rule, large schools (within certain limits perhaps) are better than small schools, even in those respects in which they might perhaps be expected to be deficient, such as order and discipline. The secret of this probably is, that in a large school there is an absolute necessity for strict rules and regulations, and for a diligent enforcement of them. Thus, for instance, in no schools, perhaps, do I see such order, regularity, and discipline, as in the two largest schools in my district, namely, the Rochdale parish church school and the parochial school of Lancaster.

Difficult sometimes to account for failure or success of a school.

I find it sometimes not easy to account for the excellence of a school on the one hand, or for the defects of a school on the other. For example, in a very retired rural district, with a scattered population, called Satterthwaite, in the valley of Grizedale, near Hawkshead, I find what is perhaps the best small country school in Lancashire; and this result has been brought about in the course of a very few years. Whereas, I could name more than one rural parish where, for many years, there has been an ample and judicious expenditure of money and attention upon the school, and yet the apparent result has never been satisfactory; the children remain almost the same uncouth, unthinking, uncultivated race as ever. In man, as in the inferior tribes of animals, there are, I suppose, differences of race and breed existing in different localities which may account for these anomalies.

A good school leads to establishment and improvement of other schools.

A good school, however, is, I am glad to say, generally attended by one happy result, apart from the benefit accruing to those who attend it; I mean, that its example is contagious, and leads to a desire for a good school in neighbouring places; and I believe that the good fame of the Satterthwaite school is leading several districts in its vicinity to emulate its example. In this may also be seen, probably, one benefit of inspection, and of the circulation of the Inspectors' general reports, in which these good schools are held up as examples. The numbers of persons, school managers, and teachers and others, who have visited the Rochdale parish school in the last year, in consequence of its high state of efficiency, is, I am told, very great indeed; and I have never seen or heard of any visitor, whether teacher or amateur, who did not agree with me about its excellence. In particular, a Prussian gen-

tleman, of very high intelligence and perfectly acquainted with the schools of Germany, about which I believe he has been employed and is still looking to be employed, went over to Rochdale school this year in consequence of what he had seen stated about it in my report, and he expressed himself to me in the warmest terms about its merits.

Not true that children in my district leave at earlier age in good schools than in bad.

There would be one very serious discouragement, however, attendant upon the very success of a school, if the doctrine be true which I have been informed has been put forth by the Rev. Canon Moseley and others, namely, that, where a school is well taught and the children are early proficient, they are taken away from school so much the earlier in consequence. I totally disbelieve this doctrine. In the first place, I find by experience that the children actually do remain longest in the best schools. I have directed my attention to this question during the past year, and I have no doubt on the point. And, secondly, it appears to me to be *a priori* improbable that the ignorant parents of the poor children should be able so to form a judgment about their children's attainments as to come to the conclusion that they may now take away a child at 11 years of age, whereas if he had been at the inferior school of former days they would have had to allow him to stay till 12 or 13 years old. Moreover, I think it likely that the few parents who might perhaps be sufficiently intelligent and cultivated to form such conclusions, would be the very persons who would value the better education their children were receiving, and would wish not to take them away just at the very time at which they would be deriving most advantage from their instructors.

Intellectual results of schools not yet satisfactory.

Though the schools under inspection are thus improved in the respects I have named, yet I have several times heard the remark made by persons of judgment and experience, that the youth who have left even the better National schools during the last ten or twelve years, do not carry on their studies as they might be expected to do; and it is even asserted that they do not exhibit any greater intellectual power than those young men who were educated in times when our National schools were less well managed. I speak of young *men*, as distinct from females, for whom intellectual pursuits and intellectual power are by no means so necessary; and I speak of *intellectual* culture as distinct from the culture of the heart and from religious training, which, though all-important, are not now in question. It is of course difficult to test the general intelligence of the rising generation of young men; every person must judge for himself as to whether he finds a greater intellectual power than formerly among all of the working classes who come under his cognizance. But the first

Boys who have left school do not carry out their education.

point asserted, namely, that the youth who are now leaving our schools do not seek to carry on their studies as might be expected from them, is capable of being tested to some extent in various ways,—by statistics respecting attendance at mechanics' institutes, or at night schools, and by records of the books taken out at parochial lending libraries and free libraries. The question is, do the scholars who are continually leaving the head classes in our improved schools carry on their mental cultivation? or, on the contrary, do they retrograde in attainments and intelligence? If the latter be the case, there is some great defect in some part of our system which requires to be remedied.*

Radical defects in our system.

I confess I think there is truth in the statement that those who leave our National schools deteriorate intellectually rather than improve; and I do not think this is satifactorily accounted for merely by the early age at which they leave. I think there is a serious defect both in the *end* (τέλος) and *means* of our schools. I incline to the opinion that the aim of our National school should be, to give the boy, not knowledge, but power to acquire knowledge; that we should think more how we can make him, not an educated boy, but a self-educator. We should not load him with facts about common or uncommon things, but develope, by some well-chosen studies, his understanding and his thinking faculties. I fear that at present, even in our better schools, our National school boy skims over too many things, that all is too superficial with him, and made too easy for him. He is not subjected to those exercises, those wrestlings of the intellect, those trials and struggles and fierce persevering battles of the mind with intellectual difficulties, out of which combats alone issues that intellectual being who thenceforward feels that he has attained a certain elevation from which he can never be displaced; that he has got a power within himself for coping with and mastering almost any intellectual study. I say nothing about the advantageous circumstance that the youth, who has thus studied deeply some well chosen subject, acquires the excellent negative quality of pausing over matters; not putting up with each new opinion, inasmuch as he has learnt that most subjects have many aspects: and no longer inclining at once to every novelty and quackery, as I think your dealer in

* The Rev. J. Clay, the chaplain of the Preston House of Correction, states, in his elaborate report for the year 1855, that one male out of fourteen in Lancashire of the working classes annually disturbs society, and renders himself obnoxious to the law. He also says that, "out of the thousands annually imprisoned in Lancashire, only two in a hundred can read and write properly." These statements, taken in conjunction, would, if true, show a most miserable state of education in the county. Is it that the adult has forgotten what he learnt as a boy?

"facts," your dabbler in "applied science," and your smatterer in "common things," generally does. But such a youth acquires thenceforward the positive quality of a hungering and thirsting after intellectual food, which must be satisfied. The boy's intellect becomes a living fountain instead of a stagnant pool.*

Curriculum of study in particular defective.

When I say that all is made too easy for the National school boy, I do not of course mean to impugn the desirableness of adopting improved methods of teaching, so as to facilitate a boy's mastering any subject. It is rather the choice of subjects which I call in question; I incline to think them too numerous and not well chosen. Between four years old and seven, he, under favourable circumstances, learns at the infant school to read very easy narratives, and a little Scripture history, and, perhaps, to write and cypher a little; and, if the school has been very good, he has also had his curiosity awakened, his powers of observation sharpened, and those of attention and of imagination strengthened.† Then, from seven years to thirteen years old, he goes to the boys' school, and has regular lessons in the following subjects; viz., reading, writing, cyphering, Scripture history, catechism and liturgy, &c., dictation, geography, English history and grammar, and to these may be added, in numerous schools, natural history, vocal music, and drawing. Moreover, the boy assimilates very little of all this food by getting up the subjects for himself. The matter is chiefly put into him by the oral teaching of the master. Indeed, during all his school life, the boy has very little stimulus to exert himself in learning, in the shape of emulation, prizes, and rewards, such as exist in our great public schools.‡ Nor do I think he has the best material here on which to exercise his faculties. His hardest subjects have been his sums and his parsing; and these have not been calculated to develope much mental vigour or to make the

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* Since this was written, I have met with the following wise sentence in a lecture by the Rev. R. C. Trench, which illustrates all I mean to say:—"They whom we teach should not be merely recipients, their minds not reservoirs, however large, but springing fountains, however small."

† It is a very common fault, even in the better infant schools, that in giving what are called "object lessons," the teachers dwell far too much on words, cramming the infant's head with explanations of the words "opaque," "transparent," "brittle," and the like. What is wanted in such lessons is, to make the child curious about and observant of the objects, the things, and not to load his little head with words.

‡ I hope that hereafter the "scholar's certificate," which the Committee of Council on Education propose to bestow on certain deserving scholars, will be some stimulus to National school boys. It is an act of justice to Mr. Wolstenholme, master of St. Luke's school, Heywood, near Manchester, to mention that some years ago he wrote to me suggesting the awarding of such certificates as a desirable stimulus for boys and girls.

boy feel that he has gained the mastery over any great difficulties, and is possessed of mental power.

Want of graduated schools.

This course of education appears to me to be defective, as regards what are called the intellectual powers, of which alone I am now speaking. The infant school, from three or four to six or seven years of age, does very well when wisely conducted. Again, the course in the upper school may do very well with some trifling alterations, from six or seven to nine or ten years of age. But here, I think, our system breaks down. Our voluntary system, by connecting the whole course of elementary instruction with an ecclesiastical district, prevents our having three or four series of graduated schools, and chains the schools down to a uniform dead level. There is not sufficient scope, there is not a sufficiently high style of school, for boys ranging from nine and ten to thirteen and fourteen years of age. We want at least three grades of schools, an infant or first school, a second school, and a third school. On a good, well ordered national system, the children would have to attend in the first school till they could read easy narratives and write and cypher a little; that would be till about six or seven years of age. They would then have to attend the second school till they could read and write well, and till they were perfectly conversant with the compound rules in arithmetic, or even till they had gone through vulgar fractions, and till they could write from dictation, and parse an English sentence fairly, besides receiving the usual religious instruction. They would gain these acquirements by the time they were about nine or ten years of age, according to capacity. They should then be expected to attend the third school. Here I should be inclined to propose a great innovation. I would have regular lessons in four subjects only. In the morning, the boys should learn a language and drawing; in the afternoon, arithmetic or mathematics, and music by notes. I would have no *lessons* on other subjects; but there should be occasional lectures on various subjects, such as,—geography, history, anatomy and physiology, and political economy; and periodical examinations for prizes might embrace some of these subjects. Much, of course, is comprised in a language and mathematics; but it may seem strange to banish regular lessons in geography and history. I believe, however, that a boy who had worked his way into this school and was exercising his faculties on a language, would be quite sure to read and learn for himself more geography and history than is ever taught in our present schools. Just as it is almost proverbial that, if you want any business done for you, you should ask a busy man to do it, and not a man of leisure, so it is the laborious scholar, who is working hard at languages,

who picks up, nay, actually reads and studies more of other subjects than the rest of his fellows at school or college. It is found at Cambridge that the men who take up the new subjects of examination, such as moral and physical science and modern history, are the men who have also distinguished themselves in the classical or mathematical Tripos. One great well chosen study, deeply pursued, both enables a youth to master all other studies, and serves as a nucleus round which other knowledge grows. I would have the language, then, and mathematics alone treated as intellectual studies, as hard nuts which the boys had to crack; history and geography and the like should and would be read as interesting recreation in their leisure hours. And with regard to English grammar, it is never so well learnt as in and by learning some language other than our own. Indeed I incline to think that grammar can be thoroughly learnt only by the study of some extrinsic language, some language other than the mother tongue. It may, perhaps, be said that the distinction of classes in our present schools is equivalent to having gradations of schools. But I think this is far from being the case. The complete change of master, and of course of study, which I propose in the third school, would make all the difference in a boy's progress and development. The master who is suited to teaching a boy from seven to ten may not be as well adapted for teaching the higher course from ten to thirteen or fourteen. Moreover, the change of school and of the curriculum of study would have a powerful effect. And I think it a matter of much importance that the boys of a school should all be engaged pretty much on the same subjects, instead of varying from the very lowest to the highest subjects, all in the same school-room. It will be argued against my suggestion that it is not practical, in three respects—that we have not enough school-rooms, nor masters, for such a plan, and that our masters are not instructed in any other language than their own. I admit that my plan is chiefly suited for towns. But in towns we should not require many more school-rooms, if the ecclesiastical districts would combine and act together; one employing its room for the second school only, and another only for the third or highest description of school. In the same way, more masters would not be requisite. And, if the study of a language in the highest school were ever resolved on, a class of masters acquainted with it would soon spring up. I think there is no adequate substitute, in intellectual training, for the grammatical study of a language. Such study, properly conducted, comprises a cultivation at once of the memory, of the perceptive and reasoning faculties, of the taste, the fancy and the imagination, to say nothing of a knowledge of words, and power of expressing oneself. But, if such study be considered impracticable in our National schools,

then, I think our great aim should be to carry on the study of *pure* mathematics in our third or highest gradation of school, to a much greater extent than has at present been attempted. I am aware that these views are opposed to the popular current, which is setting in towards cramming our poor boys with "facts" and (so-called) "common things," and, in short, towards materialism in every shape, sometimes dignified with the name of science. But I venture to think that, for once, the popular voice is wrong. Have the promoters of these views asked themselves what *end* they propose to themselves in educating (!) thus the masses of our population? Do they propose to cultivate, to educe, a MAN, or simply an ARTISAN? But, even if they should answer that their end was the lower one, of educing an artisan, even so (without discussing which is the proper end), I should further deny that their means were best adapted to their own end. The result to which I come is this, that, the present course of our elementary schools, being too superficial, embracing too many subjects, and those not the best subjects, does not so develope the minds, even of those children who stay longest in school, as to induce and enable them generally to continue their education at their leisure hours; but, that, in fact, they retrograde as intellectual beings. Further, that the best remedy for this would be to institute a third grade of school, in which a language and mathematics should be the main studies; for the end of the education given is to cultivate a boy's humanity, and so to develope and invigorate his faculties as to compel him to be for the future a self-educator, —an end which can only be effected by the above-named studies, as they are the best, if not the sole, instruments for its accomplishment, containing, as they do, especially language, the best food for the mind, and being adapted to all, inasmuch as they appeal to that which is universal and common in human nature. On the other hand, to make "common things," that is "facts," the staple of education, is not calculated to develope the mind, and does not appeal to our common humanity. We should rather direct boys to the abstract than to the concrete —to universals rather than to particulars—to truths rather than facts. I believe that even the object of producing a good artisan would be much better effected by the kind of education I describe than by the materialistic training; it would probably produce, not only abler men, but, abler artisans, by elevating and humanising their whole nature, and thus enabling them to infuse new life into their ordinary mechanical employments.

Teaching of "common things."

The opposite system to that which I venture to advocate is the system of Mr. Dawes (now Dean of Hereford) in his "Suggestive Hints on Secular Instruction," and the system known by the name of "teaching common things." It is, in short, the system *of teaching a multitude* of "facts;" and is indeed so described

by its Coryphæus, the Dean of Hereford, at p. vii. in the preface to his book, where he says—"It is an attempt to introduce into our elementary schools more of science and a knowledge of scientific 'facts,'" &c. He begins his chapter on astronomy (p. 113) with saying—"There are a few *facts* connected with astronomy, &c., which ought to form a part of the instruction given in our schools." He begins his chapter on geology (p. 130) with saying—"There are many interesting *facts* in geology," &c. He gives the following specimens (p. 26) of the mode of teaching natural history—"Describe a sheep and how it helps to clothe and feed you."

"A cow the same, and its habits."

"A horse, and the uses to which we turn it in the parish."

"A dog, domestic fowl," &c., usque ad nauseam.

This is the system of "facts," of "common things," for the intellectual training and development of a nation! On the other hand, I venture to believe that the holding up this style of things as the proper staple of education for a boy is the most foolish and fatal thing possible. There is little or no developing and strengthening of a boy's faculties in all this. There is no intellectual vigour, no imagination cultivated, no powers of thinking and reasoning exercised and matured, no creative faculty called into play. Why, the acquired power of analysing a compound sentence, even in English grammar, is infinitely superior to the knowledge of any such number of facts. I do pray most earnestly that my countrymen at large may not be permanently deluded into fancying that this "common things" system, this "common sense" system, that the loading the memory with ten millions of such "facts," is education, or even mere intellectual training. If such material is to be the staple of our educational labours we shall indeed sink into that materialism in which we are said, by foreigners, to grovel.

Incomes of Teachers.

In glancing briefly at a few of the more interesting facts connected with elementary education, I have again to lament that the incomes of teachers are not generally what they ought to be, considering the education they now receive, and the important, laborious, and unhealthy occupation in which they are engaged. I consider it to be especially the duty of those who appoint the teachers to schools from the training institutions to obtain for them an adequate remuneration, and to decline to recommend a teacher where the stipend is inadequate. I am happy to express my belief that this is done in some cases, especially where these appointments are left as they ought to be, to the principal of the institution. But in some cases, I believe, a committee of managers meet and arrange about the appointments of the students to schools.

Now there is here obviously a great danger lest members of the committee consult the interests, or rather the finances, of their own schools or those of their friends, than the interests of the teachers. I regret to say that I have heard complaints on this score, and that I believe they were well grounded. No certificated master, when leaving the training school, should have less from his school than 70*l.* a year and a house, or an equivalent for the house; and no certificated mistress should, on leaving the institution, have less from her school than 40*l.* a year and a residence, or an equivalent in money. When a mistress has served a five years' apprenticeship, and passed two years at a training school, and twice gained a certificate, then to appoint her to a school with 30*l.* a year and an unfurnished house, is, I think, unjust and unkind. In fact, when it is done, dependence is placed on the money to be derived from the certificate and pupil-teachers, for a mistress cannot live properly on 30*l.* a year. The argument which I have heard used, namely, that a teacher should be humble and self-denying, and should work for the love of God and religion, and not for money, is, in my opinion, not applicable. I consider it of importance to call attention to this matter, not only for the sake of teachers (whose interests, however, I have deeply at heart), but also for the sake of the training schools, which would decline in favour in proportion as they thus unfairly neglected the worldly interests of the students who resorted to them. In connexion with this subject, I may mention that I believe several certificated schoolmasters have abandoned their profession during the past year on the ground of its present inadequate remuneration and uncertain prospects. The rule which your Lordships have adopted respecting disallowance of apprentices to masters who employ their leisure time in any remunerative occupation, has caused further consternation and fears among teachers lest they should not be able to make provision against old age. I must again repeat that I do not think adequate rewards are as yet allotted to masters while teaching, or sufficient provision made for their time of sickness and old age.*

Assistant-teachers.

There is a point connected with the assistant-teachers appointed under the Minute of 23 July 1852, to which I beg leave to invite your Lordships' attention. By the terms of that Minute, the assistant-teacher may receive a Queen's scholarship without examination at the end of three years'

* I desire earnestly to call the attention of school managers and certificated teachers to the regulation of the Committee of Council on Education, requiring that the managers of schools should immediately notify the appointment of certificated teachers, as the payment on the certificate is to date from such notification. Some teachers have informed me that they have sustained losses from the failure on the part of managers to give this notice.

service. But the Queen's scholarship can only be entered upon after Christmas in any year, because your Lordships institute examinations and award certificates, &c., at Christmas only. The consequence is, that an assistant-teacher who enters upon his duties in February or March in any year would have to serve three years and ten or eleven months over, before he could enter the training school as Queen's scholar. But this appears to go beyond the spirit of the Minute, and I fear few would serve all this extra time; they would rather be tempted to take charge of schools than wait ten or eleven months over the three years, even if continued as paid assistants; and thus they would never pass any time in a training school—a result which I think would be highly undesirable. At the same time, it can hardly be expected that a youth who was apprenticed, say at fourteen, and then served an apprenticeship till he was nineteen, and then acted as assistant till he was twenty-two, should go on almost another year as assistant, with a further prospect of two years' training, so that he would be twenty-five years of age before he was out of tutelage. Accordingly, being desirous of seeing the plan of assistant-teachers acted upon and successful, and at the same time strongly desirous that these assistants should spend some time in a training college, I submit to your Lordships whether it would not be expedient so far to relax the strict terms of the Minute about assistant-teachers as to allow of their entering upon Queen's scholarships at any Christmas, provided they have served as assistants during any term above two years and six months. Thus, for instance, any ex-apprentice who became an assistant in 1856, before the 1st of July 1856 might enter upon a Queen's scholarship without any further examination at Christmas 1858. Those who became assistants at any period after the 1st of July in any year might be required to complete the three years' term as assistants, and also the few months which might be over the three years, before they could enter upon the Queen's scholarship at Christmas. Another favour which I think it would be advisable that your Lordships should immediately grant to these assistant-teachers is that they should be allowed to attend the drawing classes at the reduced fees, and try for prizes, on the same footing as pupil-teachers. Few, if any, of the assistant-teachers in my district have as yet commenced learning to draw, and they would be grateful for this encouragement.

Pupil-teachers.

With regard to pupil-teachers, there has been a greater difficulty than ever in finding suitable candidates for the office among boys, on account of the demand which there is in this county for the service of well-instructed boys, and more particularly this year, perhaps, on account of the war and

the raising of seven militia regiments in the single county of Lancaster, which has drawn away a great many youths, and caused a greater demand in offices and other employments for boys of even twelve years of age. The same difficulty has not been experienced in finding female candidates for the office.* One great part of the difficulty lies in keeping boys at school till thirteen years of age, and the greatest boon perhaps that could be conferred upon schools in Lancashire, with reference to pupil-teachers, would be for your Lordships to institute a body of monitors between twelve and fourteen years of age, offering a payment of 5*l.* a year to each such monitor, so as to induce certain picked boys to remain at school till they were old enough to be apprenticed, and thus forming at the same time a select class from whom apprentices could be chosen. Moreover, the period of one or two years, during which the monitorship lasted, would be a very useful term of probation in which a boy's fitness for the office of pupil-teacher would be tested. With regard to the examination of candidates for the office of pupil-teacher, and that of pupil-teachers afterwards, I incline to think the time is come when the intellectual requirements may be raised.†

Might not conditions of building grants be relaxed in peculiar cases?

In voting aid out of the Parliamentary grant for education, towards building or enlarging and improving schools, your Lordships, of course, feel it of great importance that care be taken that the buildings are properly secured in every way for educational purposes. But nice questions sometimes arise, cases, I mean, in which, while legal certainty is unattainable, an approximation to moral certainty exists that the building will always be available. For instance, I am assured that in the district of All Saints' Church, in Manchester, it is now impossible to obtain land for a school except on what is called "chief rent," that is, on a long lease with a ground rent. In such a case, I should think that parliament, and the public from whom the parliamentary grant comes, would be satisfied if the

* The proportion of female pupil-teachers from my district who get Queen scholarships is about 100 per cent above the proportion of male pupil-teachers; and I attribute this extraordinary difference in part to the fact that there is a much greater number of female candidates out of whom to select pupil-teachers than of male candidates. We are obliged to put up with such male pupil-teachers as we can get. During each of the two last years my district has furnished about one-sixth of the total number of female Queen's scholars in England, but little more than one-twelfth of the male Queen scholars. It is important for those who wish to try for Queen scholarships in any year to be aware that, by a recent regulation, their intention to try for the Queen scholarship must be notified to the Principal of the College at which they are to be examined before the 10th of November preceding the Christmas examination. Also, teachers wishing to try for a certificate must notify their wish before the 20th of November preceding the Christmas examination.

† An experienced normal teacher informs me that he is of opinion that the memory of the pupil-teachers is not duly exercised.

best was done with the money which is possible under the circumstances. In the case of All Saints' District, in Manchester, the promoters of the school tell me that they had secured a lease of land on the most favourable terms,—the ground rent being far below its value. Though in such a case there is a possibility of a default in paying the ground rent, and a consequent liability of the premises, I suppose, yet I wish your Lordships would consider whether some of the public money, even if it should be a lower rate of grant, may not be embarked on so extremely remote a risk. It is grievous to see an important district without a school, or possessing a very inferior school, in consequence of any such slight uncertainty of tenure. The same remarks apply to the somewhat similar uncertainty contingent upon schools erected where there is coal underneath, as is so common a case in Lancashire, and where the Lord of the Manor will not, or cannot, enter into a legal engagement that the ground underneath the school shall never be worked, although he will give every security short of such engagement.

Grants should be made towards lending libraries.

Another matter in which aid out of the parliamentary grant would be well bestowed, is towards forming lending libraries in connexion with schools. A lending library should be considered a necessary appendage to every school, and it should be accessible, not only to the present scholars, but also to the older boys who have attended the school but have gone to work. If your Lordships would form a catalogue of suitable books, and let these books be sold at low prices, or still better, would make grants to schools of books, or of money to buy such books, it would, I think, be aid well bestowed. I am obliged to Mr. Horner, the Inspector of Factories, for kindly making grants out of the mill-fines in aid of this most useful object.

Great need of extending powers of Charity Commissioners over Endowed schools.

It is, perhaps, of little use to direct your Lordships' attention to the case of endowed schools, as your Lordships have no direct control over such schools. Some of these schools, especially where the endowment is small, are visited by me officially, and are doing all that their means allow; as, for instance, the endowed schools at Peel, in the Isle of Man. In other cases, however, I know that affairs are less well administered; and I regret to add, that in many, some of which I have been invited to visit officially, the state of affairs can only be described as deplorable, and absolutely requiring some stringent remedy. What I have witnessed and know, makes me feel impatient to see the powers of the Charity Commissioners extended. An extension of their powers will bring light out of darkness to many a parish. The new powers which seem most wanting are, (1) to get rid of bad and in-

competent teachers; (2) to adapt the trusts to the present state of circumstances; and (3) to form new schemes of local management. The Charity Commissioners have, I am aware, power to do things of this kind speedily and inexpensively, in the case of schools where the endowment does not exceed 30*l.* a year. They ought to have equal powers, at least, in cases of endowments of a much higher amount. I cannot leave the question of endowed schools without again respectfully urging upon your Lordships to allow certificated masters in endowed schools under inspection to be able to obtain the augmentation of stipend, conditionally due on a certificate. My reasons were stated at pp. 520, 521, of last year's Reports, and need not be repeated here.

Main prevailing want of elementary schools continues to be that of adequate and permanent income.

The main prevailing want, as heretofore, is that of adequate and permanent funds.* This is the case with most of the schools which I see, and with nearly all of that large number which I do not see. On this head, I see no reason whatever, to retract or modify any one of the ten propositions which I put forth at the end of my General Report for the year 1851–2. And now, as then, I am fully convinced that this want of a sufficient and unfluctuating income can only be supplied by a rate for education.

Education Rate needed

Ultimate difficulty will be securing attendance of children.

Indifference of parents main cause of non-attendance.

Very many children absent from sheer poverty.

The first, most great, and pressing want, then, is an educational rate. The ultimate difficulty will be the securing the attendance of all children at school regularly and for a sufficient length of time. The principal causes of the absence of children from school are, first, the negligence and indifference of the parents; this is the main cause of all: but, secondly, very many children are absent because the parents are positively too poor to pay the school fees†; and, thirdly, other children are absent because their parents choose to have their labour in some shape or other, either in actual work done for themselves, or in the wages they can earn. Before the case of non-attendance at school can be dealt with stringently, it will be necessary, I think, to have a school rate, both for the support of schools, and, where necessary, for building schools. But,

* In former reports, especially that for the year 1853–4, I have stated my reasons for deprecating the attempts to render elementary schools more self-supporting by the introduction of a higher grade of children, or by raising the fees. I shall be excused, I hope, for here inserting a note on that subject which I recently received from a clergyman whom I have never seen, though I know him well by reputation, as a zealous educationist and a most intelligent man:—"July 31, 1855.—I have read with great pleasure your interesting report on the state of education in your district, and I take an early opportunity of thanking you for your continued advocacy of low school fees, and of an educational rate. It has been long my opinion that the Dean of Hereford has done almost as much harm by his recommendation of high fees, as he he has in other respects done good to the cause of education."

† The chief constable of Salford found 1,100 such children in Salford alone.

even as it is, much more might be done than is done, towards bringing into school the children of very poor and of negligent parents.

Why not have educational relieving officers?

We have relieving officers for the bodily wants of the poor. Why not have relieving officers for their mental wants, *i. e.*, for their education? The duties of such an officer would be twofold:—First, to receive at his office, and then inquire into all voluntary applications for what may be called "school relief." And, secondly, to search out all such cases in his assigned district. The school relief should be awarded on his recommendation, out of the school rate or the poor's rate. The Poor Law Guardians might be the Board for awarding this relief, at least till local school boards are established. Incidentally, this officer would stimulate indifferent parents who could pay for their children, but neglected to send them to school. Other incidental advantages would arise from such a body of officers. Through them we should soon obtain what I do not see how we can otherwise obtain, viz., full and exact statistics respecting the numbers of our juvenile population who are not attending school. I do not think the census statistics are to be thoroughly relied upon. Again, such officers would know well wherever a new school was or was not wanted by the population. And, while the erection of new schools depends solely, as at present, upon the zeal and competition of religious bodies, this knowledge is often very requisite. Where little or no religious competition exists, there will perhaps be want of a school; and in a district where such competition is unduly active, the Parliamentary grant may be drawn into assisting to build too many schools. Again, if schools were supported by rates, while school fees were retained, in accordance with the plan of Lord John Russell's Bill of 1853, and which I prefer to free schools, such officers as I speak of would be most useful, nay, essential, in reporting which of the poorer class of ratepayers ought to be exempted from the rate, or from the school fees, as is done in Prussia, by what they call bursaries; for, it is speciously objected by the advocates of "free schools," that it is unfair to tax some of the very poor ratepayers for the support of a school and at the same time to require them to pay the school fees. This objection would be removed, I think, by the exemptions to which I have referred. Something like what I have just described has, I am happy to say, been done during the last year in Manchester by the "Manchester City Mission," and is producing greater practical results as regards bringing children to school than any other scheme has hitherto done. The "Manchester City Mission" has seventy agents, and they have been instructed during the past year to make it an integral part of their business to find out all children in their several

districts who are kept from school by poverty or neglect. The "City Mission" then gets each such child to school, either by influence, or by paying part of the school fee, as the case may be, allowing the parent, with certain limitations, to select his own school. In this way the "Manchester City Mission" was sending to school, in September 1855, no less than 2,364 poor and neglected children, who would not otherwise have been to school.* Why should not the State adopt some plan similar to this most practical and useful scheme? The scheme meets the case of the parent's poverty certainly; often the case of the parent's neglect and indifference. At all events, voluntary associations in towns might follow this example with most beneficial results.

Direct compulsory enactments.

There are many persons, however, who despair of our ever getting the children of the poor regularly to school, save by some compulsory enactments. There is no doubt, I think, but that this opinion is, whether rightly or wrongly, taking root and spreading.

Such enactments may be passed by degrees.

There appear to me to be two ways in which such compulsion may be carried out, if eventually it be found necessary. First, it might be carried out by degrees, by passing various Acts of Parliament successively, bringing the various classes of the working people, one after another, under such restrictions as those to which certain classes of children are already subjected. Thus, children employed in silk and cotton mills must pass half a school-day in school. The children employed in printworks must pass 150 hours in every six months at school. The children of out-door paupers are to be sent to school by an Act passed last Session, in accordance with the plan set forth in an invaluable clause of the Education Bill which Lord John Russell brought forward in 1853. In like manner, Acts might perhaps be adopted compelling children employed in bleach works, in foundries, in collieries, in agricultural labours, &c., to attend school at certain periods and in certain ways, the periods and the methods of attendance being, in each case, adapted to the nature of the employment. Thus, in the case of rural districts, the children might perhaps be made to work by relays, so that no one child should be entirely kept away from school. Again, in colliery districts, they might be required to attend evening schools; and in this way the whole of our labouring population might be eventually brought under a system of compulsory education.

Shape enactment might take so as to compel at-

The only form and shape, I think, in which compulsion could be applied at once to all the children of our labouring

* I append an extract (Appendix B.) from the report of the Manchester City Mission, and communications from one of its most active members, E. R. Le Mere, *Esq.*, which will repay perusal.

classes, would be by an enactment forbidding children under a certain age to be employed in any regular remunerative work, unless they had attained a certain definite amount of attainments, such amount of education being certified by a proper officer. In this case, it would be necessary that officers should be appointed in towns, to whom parents could bring their children at set times for examination, and from whom they could receive the requisite certificates. The penalty might be a fine upon any parties employing an uncertificated child, and upon the parent. There is perhaps no reason, except our want of schools in sufficient number and of sufficient cheapness, to forbid the immediate passing of such a law, provided care were taken not to fix the age for labour too high in the first instance. tendance of all classes of children at school.

I have the honor to be, &c.

W. J. KENNEDY.

The Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY REV. W. J. KENNEDY AND REV. W. BIRLEY.

SUMMARY *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
246	127	121	77	99	64,102	38,464	42,238	220	664

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2·31	3·75	5·99	9·7	11·11	14·81	14·89	12·87	10·11	7·4	2·88	1·18

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
46·18	25·53	12·76	8·19	4·2	3·14

SUMMARY *b*.

Aggregate Annual Income, as stated by Managers, of 221† of Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
1,216 17 9	11,466 9 6	14,504 11 4	2,887 7 11	30,075 6 6	15 8¼

Aggregate Annual Expenditure, as stated by Managers, of 221† of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
22,608 8 9½	2,158 7 9	6,362 17 6½	31,129 14 1	16 3¾	38,234

* At the date of closing these Summaries.
† The number of Schools inspected during the year was 246, but from 25 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	97 10 1	125	54
	Uncertificated	57 2 11	74	36
SCHOOLMISTRESSES	Certificated	64 11 3	83	21
	Uncertificated	36 2 9	63	21
INFANTS' SCHOOLMISTRESSES	Certificated	60 18 3	21	8
	Uncertificated	32 0 5	61	14

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
186	42,531	31·28	51·28	9·65	6·17	1·62

APPENDIX B.

DEAR SIR, The Grange, Manchester, 9 January 1856.

MY time has been so fully occupied since I received your letter of the 5th instant, that I have not been able to reply to it until now.

The accompanying paper will explain the origin and progress of the plan to which you refer. It was drawn up a few weeks after I had the pleasure of meeting you, at St. Jude's school, nearly a year ago; and for the purpose, as you will perceive, of being embodied in the last annual report of the Manchester City Mission; but I had a certain number struck off separately for distribution among my friends. Since this paper was drawn up the work has been progressing, and becoming more and more matured; and I have the satisfaction of saying that it is now working very efficiently and only needs extension. I have before me, at this moment, a list, drawn up with great care, of the schools to which the children are sent; the number of children in each school on the 25th September last (the Christmas quarter is not yet made up), together with the amount paid by each child. The total number at that date, for whom I am responsible, was 1,621; but there were 743 receiving instruction on the same principle, but paid for by other means, making a grand total of 2,364. The proportion of the school fees paid by the children on my list was 40 per cent., and on the other list 45 per cent.

The agency employed is gratuitous throughout. The selection of the children is entrusted to the City Missionaries to the extent of twenty each, making an aggregate of 1,400; they are instructed to use this power in strict conformity to the three rules laid down, and I believe they employ the trust

confided to them as discreetly as they can. All the tickets of admission beyond this number I distribute myself. Of course I do not personally select the children, but I know the localities where such help is the most needed, and place the tickets in the hands of the clergy or their scripture readers. At present the means at my command have only enabled me to do this in four districts.

The expense is less than I expected—I believe it will not average more than 5*s.* per annum for each child beyond the amount paid by the parents. In all cases where new tickets are given, I stipulate that the parents shall pay a *moiety* of the school fees.

The school bills, filled up by the masters and mistresses each quarter, are on printed forms, embracing the name and residence of each child, age, number of weeks in attendance, amount of fees, and remarks on character and conduct; so that a bird's eye view is presented every quarter of every child in every school. These bills are of course preserved.

I attach some importance to the personal visitation of the schools, but my time is so much occupied that I have not been able to visit them for some time. I hope to go round them soon. In the meantime I know they are looked after pretty well.

Many of the schools to which these children are sent do not come under Government inspection, but they are suited to the particular localities, and are useful to rough-hew the children, and prepare them for better schools.

As you have invited me to write freely, I may just go on to say that this plan is very popular with those friends who aid it with money. All the funds go direct to the object, not a shilling is expended on buildings or mere school machinery. Except in special cases, we do not need more school buildings in Manchester. The Parliamentary blue-book shows that we have surplus accommodation for a very large number of children (I think 34,000) still unemployed. Surely, it is better to fill the schools we have than to build new ones. Most of these schools are in connexion with churches, or the various bodies of dissenters, and, consequently, the education given in them is substantially religious.

It is also popular with the poor, who like to choose the school and to pay a portion of the fees themselves. What they pay for they look after. I have a very strong opinion that the poor of this country (unless degraded) do not like charity, even where they need *help*, and it is well to cherish that independent feeling; and I also believe that generally, if not universally, the respectable poor desire an education for their children based upon religious principles. Many arguments are made *for* the poor by the advocates of mere secular education, which the poor would never make or use for themselves.

The plan is popular also among the masters and mistresses of the schools, to whom this additional number of scholars is a great boon.

It must be borne in mind that this scheme is intended for the *respectable, not* the *degraded* poor: for those who desire their children to be educated, and are willing to do what they can towards, but cannot do it entirely. And I venture here to remark that the great mistake which is often made by those who propose new schemes of education is, they do not sufficiently distinguish between the *respectable* poor and the *degraded* poor, the latter are fit subjects for the Government to deal with in a compulsory way, but for the former we need no new system of education; we have schools enough in many of our large towns, and the education given in these schools is gradually improving; what we want chiefly is the pecuniary means of helping to fill these schools.

* * * * * * *

I remain, &c.
(Signed) E. R. Le Mare.

The Rev. W. J. Kennedy.

P.S.—I find I have omitted mentioning that I have had numerous testimonies of the gratitude of the poor for this help.

Extract from the Report of the Manchester City Mission Magazine, for 1855.

As the Committee are now referring to the condition of our juvenile population, it may be interesting to briefly advert to the origin and progress of a plan, which is in operation, for educating the children of the poor. It is connected with the Mission, to a certain extent, and is in strict conformity to its rules and principles; but none of the Mission funds are appropriated to the work.

Some few years ago, it occurred to one of the missionaries, that something might be attempted towards bringing these children under daily instruction, in the many schools which exist in Manchester; and after much consideration, he adopted the plan of inducing the parents to pay a penny a week, for each child, on condition that the residue of the school fees should be paid by other means. The plan succeeded, and the number of children increased, until he had upwards of 300 receiving instruction. The fund from which the school fees were paid was raised by subscription for that purpose. One friend, who had contributed, thought the plan might be considerably extended. He requested a few persons to meet the missionary at his house, and the result was a determination to extend it. Subscriptions were promised, and the friend referred to undertook the management of the fund, and the general supervision of the whole matter. It was considered that the best instrumentality to be employed, in selecting the children, would be the City Missionaries, and the three following rules were agreed upon, with the clear understanding that they were to be regarded as unalterable, viz.:—

1. "Such schools only to be used as acknowledge and teach evangelical doctrines and duties."

2. "In every case, the parent or guardian of the child, to choose whether the child shall be sent to a Church of England, or to a Dissenting school."

3. "Such parents only shall be assisted, as will undertake to send their children to school decently dressed and clean, and in all cases to pay, at least, a penny a week towards the cost of such child's education."

A conference was held with the missionaries; the plan was explained to them, and each missionary (at that time there were seventy) was authorized to select ten of the most suitable children in their respective districts, and send them to such schools as their parents might desire, consistently with the three rules laid down. The children considered eligible are not those of the very lowest class—these are suitable only for ragged schools, and would deteriorate the character of the daily schools, if admitted to them; neither are they the children of shopkeepers and small tradesmen, who can, and who should, pay entirely for the education of their children; but they are the children of mechanics and workmen, who desire that their children may be educated, but who really cannot generally pay more than a penny a week.

Many very interesting cases might be mentioned of good that has resulted, both to the children and their parents, if time and space permitted. The plan commenced with 700 children, in addition to the 300 already mentioned; but through the liberality of five gentlemen, who have recently undertaken to pay for 100 children each, and other contributions, the number has been augmented to 1,400. One or two congregations are acting on the same plan with their own schools, so that in a very short time there will be 2,000 children receiving instruction in this way. In some cases the parents pay more than a penny a week. The expense is much less than would be supposed. It is found, practically, that children do not attend school more than from 40 to 42 weeks in the year; and, taking the average of the children, infants, girls, and boys, it is found that 5*s.* 6*d.* per annum, besides the proportion paid by the parent, is sufficient for each child. Thus the moderate sum of 27*l.* 10*s.* per annum, will pay for the education of 100 children; and, consequently, the comparatively small amount of 1,375*l.*

annually would be sufficient to educate no less than 5,000 children. It is not easy to imagine how such an amount of money could be expended, so as to accomplish a larger amount of practical good.

Without dwelling at length on this subject, it may just be observed, that one great advantage of this plan is, that the whole of the money contributed goes direct to the object. Not a shilling is expended on bricks and mortar, or the payment of mere machinery. It employs schools already in existence, and there is educational machinery and school accommodation in Manchester, equal to a much larger number of scholars; and to all such schools these children are a boon. Without going at all into the subject of education, on which differences of opinion exist, it may be observed, that the education these children receive, is substantially religious, and in strict accordance with the great object of the Mission. It is proper to add, that though this plan has been hitherto worked through the City Mission, and each missionary has now the power of sending twenty children to school; yet, if the subscriptions continue to increase, so as to allow of a still greater extension of the plan, which seems probable, the selection of the children will not be confined to the City Missionaries.

DEAR SIR, The Grange, 14 January 1856.

I CANNOT but be pleased at the approbation you express of my scheme, coming as it does from one of much experience in matters relating to education. The simple object I have had in view has been to do a little practical good, while others have been theorizing and jangling; and if that object can be advanced by the publication of my letter, you have my full permission to make what use of it you think proper. If I had written it with a view to publication, I should have added a few remarks, which you will permit me now to offer.

It has appeared to me, that notwithstanding all that has been said and written on the subject of *education*, yet different persons attach different meanings to the word. Some understand by it merely a certain amount of intellectual culture and acquirement. Others, and myself among them, include the education of the heart, as well as of the head. As a man's principles are, such will his conduct be. I need not say that knowledge is not wisdom. If the instruction these children receive in the schools to which they are sent were not in a greater or less degree based on religious principles, I would have nothing to do with the scheme.

In my former letter I expressed an opinion that the respectable poor desire a religious education for their children. Almost every poor person (unless utterly degraded) calls himself either a Churchman, or a Dissenter of some kind. Now, this scheme meets the views and the wishes of all. I have children in Church of England, Independent, Wesleyan, Presbyterian, and Lancasterian schools. This appears to me an important part of the plan. It takes things *just as they are*. It does not attempt to coerce any, or to reconcile religious differences. It is offered as a boon to *all*, and is gladly accepted as such.

I think we have now had ample proof that no rational system of education can be adopted that will meet the religious views of all parties; but because we cannot do this, are we therefore to abandon the religious element, and fly to a merely secular system? Surely not. All the attempts at reconciling these religious differences have been, and will be fruitless, not to say *impossible*. But it is quite possible to introduce some plan that shall leave these differences just as they are, without attempting to encounter or disturb them; a plan that shall aim simply at filling the schools that now exist, and of gradually rendering those schools more efficient.

I think it would not be difficult to sketch out such a plan; a very moderate amount of money would be sufficient when applied, not to the building of school-houses, but of filling the schools already built. The sum

of 2,500*l.*, which would only build one large school-house, and buy the ground, would send ten thousand children to school, upon my principle, for a whole year.

I will not pursue the subject further uow, but I shall be ready and willing to give such information, and offer such suggestions, as I may be able, in order to further an object which I regard as of very great importance, both social and national. The voluntary principle alone, will never educate the people of this country; it may do in part, but other aid is needed, though not to a very large amount; but while time is being lost in discussion and disputation, the children of the poor are uneducated, and the consequences may one day be very serious.

* * * * * *

I remain, &c.

(Signed) E. R. Le Mare.

Dear Sir, Manchester, 6 February 1856.

I enclose three copies of the paper you refer to, and shall be glad to send more if you wish for them. You will please understand that the Manchester City Missionaries are employed to carry out this educational scheme, as far as about 1,400 or 1,500 children are concerned, because they are just the sort of persons to do it; but it is not absolutely part of the Mission work, and the funds are supplied by private individuals, not by the Mission.

I also take the opportunity of sending a copy of the last quarter's account, of the number of children in the different schools, &c. You will perceive that the number is gradually increasing. The account will pretty well speak for itself, but I would just remark that there may at first sight appear a little discrepancy between the number of children sent, and the amount paid, but this will be corrected by taking the aggregate of weeks in one of the columns; some attend more regularly than others, and in some cases children may have left the schools. A certain number will be always leaving, and others coming in their places, and this number (which I have not the means at hand just now of stating) must be deducted from the grand total, but I think they are not not many; for the tickets of admission are at a premium among the poor, and are often bespoke, so that if John Smith leaves a school, Thomas Brown is ready for his ticket.

I have thought very much about the extension of this scheme since I received your last note, and it does appear to me that it might be done easily. Why should not the Government vote a certain sum of money, to be applied exclusively to sending children to the schools already in existence, in connexion with the Chnrch of England and the different bodies of Dissenters? Let the amount claimed by each school be just as much as each school can bring of voluntary contributions, and let the parents pay a moiety of the fees. This would reduce the Government aid to one-fourth the amount required for each child, and I am satisfied that 3*s.* per annum for each would be generally sufficient from Government. Nothing could be fairer towards all sects than this. Those who could raise most by voluntary effort, would claim most. Let a maximum and minimum be fixed, and let a Government Inspector look over and audit the accounts periodically.

The practical difficulty would be in the selection of the children; but this would be less than at first sight appears. Let the selection be in the hands of the laity. Where there is such an instrumentality as a town or city mission, let it be left to the missionaries, under proper supervision. Where there is no such machinery (which would be the case in many towns) it might be done by private individuals. Every church and every chapel has one or more (and ladies would here be specially suitable) who take an interest in the poor, and who could and would very soon find out the most suitable children, and undertake to look after them, and see that they

attended the schools. It might be needful to establish a small local committee of gentlemen, under whom they might act; and surely every town would furnish two or three gentlemen, whose position and character would be a sufficient guarantee that the funds should be faithfully and properly appropriated, and the selection of the children discreet and judicious. We should soon see who are really most earnest about educating the poor in the different congregations who are the *talkers*, and who are the *workers*; but this, by the way; I believe you will think me quite an enthusiast on this subject, but I will not weary you.

I may add, that I have taken every fair opportunity that has occurred to me for the last two years, in all companies where I have met those who take an interest in this matter, and to whose opinions I attach importance, to invite objections to this little scheme, and I have not found one who sees any objection to the *principle* of it. The only question raised has been as to the selection of the children, and the possibility of some parents availing themselves of this aid who could do without it. But such possibilities are incident to all human undertakings. All that we can do is to exercise due care in the selection, and then watch against abuse.

I write in haste, and amidst interruptions, and remain, &c.

(Signed) E. R. Le Mare.

The Rev. W. J. Kennedy.

Quarter ending December 1855.

Name of School.	Number of Children.	Weekly Payments by Children. 1d.	1½d.	2d.	3d.	4d.	5d.	Number of Weeks.	Amount paid by Children. £ s. d.	Amount paid by Subscriptions. £ s. d.
1. All Saints'	14	8	3	3	.	.	.	89	0 9 9	0 12 9
2. All Souls	34	17	1	16	.	.	.	360	2 6 9	2 19 8
3. " Infants	10	9	.	1	.	.	.	92	0 7 0	0 9 0
4. Ashley Lane	38	38	.	.	.	.	.	484	1 15 10	1 16 2
5. Bank Meadow	47	47	.	.	.	.	.	424	1 8 6½	3 4 5½
6. St. Barnabas Boys	46	46	.	.	.	.	.	447	1 11 9	3 1 6
7. " Girls	22	22	.	.	.	.	.	210	0 17 2	1 4 11
8. St. Bartholomew Boys	18	18	.	.	.	.	.	234	0 19 4	1 18 8
9. " Girls	26	26	.	.	.	.	.	257	1 2 3	2 1 1
10. Bennett Street	30	28	.	2	.	.	.	311	1 7 5	1 19 5
11. Bridgewater Street	16	16	.	.	.	.	.	122	0 10 2	0 10 2
12. Broughton Road	30	22	5	3	.	.	.	266	1 6 11	1 6 11
13. Cathedral Boys	29	29	.	.	.	.	.	228	0 19 0	1 18 0
14. " Girls	20	19	1	.	.	.	.	194	0 16 8	1 11 10
15. Charlestown	6	3	.	3	.	.	.	96	0 8 1	0 8 1
16. Collyhurst	40	.	36	4	.	.	.	340	2 4 7	2 4 7
17. Elm Street	16	16	.	.	.	.	.	139	0 13 3	0 19 10½
18. St. George's, Oldham Road	24	23	.	.	.	.	.	228	0 18 9	1 8 0
64. St. George's, Charlestown	10	10	.	.	.	.	.	165	0 13 9	1 7 1
19. George Street Boys	36	30	4	2	.	.	.	254	1 0 10	2 2 4
20. " Girls	41	31	6	4	.	.	.	293	1 4 10	2 8 10
21. Hope Chapel	15	15	.	.	.	.	.	141	0 11 9	1 3 6
22. Hope Street	14	14	.	.	.	.	.	124	0 9 11	1 0 8
23. St. James' Boys	39	39	.	.	.	.	.	431	1 16 2	3 2 7
24. " Girls	37	35	1	1	.	.	.	307	0 17 5	2 11 10
25. St. John's Boys	41	27	6	8	.	.	.	403	2 3 6½	3 1 11½
26. " Girls	48	28	14	6	.	.	.	373	1 19 8	2 13 7
27. " Infants	98	92	6	.	.	.	.	958	3 18 6½	3 19 9
28. St. John's, Miles Platting	42	.	.	42	.	.	.	467	3 13 10	1 17 11
29. St. Jude's Boys	41	26	.	15	.	.	.	341	1 18 11	2 16 10
30. " Girls	27	27	.	.	.	.	.	225	0 16 9	1 17 6
31. Lancesterian Boys	34	29	1	4	.	.	.	279	1 7 2	1 5 4
32. " Girls	28	28	.	.	.	.	.	224	0 18 8	0 18 0
33. " Infants	22	22	.	.	.	.	.	161	0 13 5	0 13 5
34. St. Mark's Boys	19	.	.	19	.	.	.	173	1 7 2	1 7 2
35. " Girls	30	16	.	14	.	.	.	254	1 12 9	1 12 9
36. Mather Street	28	21	.	7	.	.	.	294	1 13 1	2 8 8
37. St. Matthew's	12	12	.	.	.	.	.	118	0 9 10	0 9 10
38. St. Matthias'	53	19	27	8	1	.	.	365	2 3 4½	2 3 0
39. St. Michael's	69	37	1	31	.	.	.	861	5 4 2	5 4 2
40. Model, National Boys	27	19	.	6	1	1	.	258	1 11 1	2 2 0
41. " Girls	34	28	1	5	.	.	.	338	1 10 8	2 16 4
42. Mount Street, Salford	17	10	.	5	.	2	.	159	1 3 4	1 6 6
63. St. Paul's, Turner Street	8	8	.	.	.	.	.	33	0 0 7	0 2 9
43. St. Philip's	26	13	.	10	1	2	.	147	1 13 2	1 17 8
44. Queen Street Boys	27	15	7	5	.	.	.	217	1 4 2	1 13 9½
45. " Girls	16	10	4	2	.	.	.	132	0 15 6½	0 17 11½
46. Heather Street	20	14	6	.	.	.	.	180	0 18 6	1 2 6
47. Roby School	19	17	2	.	.	.	.	181	0 15 11½	0 15 11½
48. Rusholme Road Boys	31	3	.	28	.	.	.	263	2 2 11	2 3 10
49. " Girls	37	30	.	7	.	.	.	343	1 14 0	1 13 8
50. Salem	8	.	.	7	1	.	.	50	0 9 4	0 7 4
51. Scotch Presbyterian Boys	22	22	.	.	.	.	.	177	0 14 9	0 9 6
52. " Girls	34	31	.	3	.	.	.	331	1 7 5	2 14 6
53. St. Silas' Boys	15	4	.	10	1	.	.	141	1 2 1	1 3 6
54. " Girls	33	31	1	1	.	.	.	270	1 3 6	2 2 8
55. St. Simon and St. Jude's Boys	28	24	.	4	.	.	.	202	0 18 8	1 11 10
56. " Girls	28	28	.	.	.	.	.	213	0 17 9	1 15 6
57. St. Thomas', Ardwick	34	18	2	14	.	.	.	327	2 0 11	2 10 4
58. St. Thomas', Pendleton	2	2	.	.	.	.	.			
59. St. Thomas', Red Bank, Boys	34	31	3	.	.	.	.	24	0 4 0	0 4 0
60. " Girls								296	1 6 4	2 1 2
61. Zion Chapel Boys	20	18	.	2	.	.	.	151	1 2 4	1 4 9
62. " Girls	14	5	.	9	.	.	.	121	0 15 8	1 0 2
Total on Mr. Le Mare's List	1,785	1320	138	311	5	5	.	£	82 8 8	111 0 8
Mr. Forbes' List: All Saints	93	70	8	15	.	.	.	.	3 17 8	5 4 6
Cavendish St.	134	.	.	80	50	4	.	.	10 8 1	10 2 7
St. James'	85	69	16	.	.	.	.	.	3 13 7	3 17 0½
Saville Street	165	149	.	16	.	.	.		5 15 7	5 15 7
	477	288	24	111	50	4	.	£	23 14 11	26 19 8½
Congregations acting on the same plan: St. Anne's	180	180	.	.	.	.	.	.	.	.
Bennett St.	50	50	.	.	.	.	.	.	.	.
Presbyterian	6	6	.	.	.	.	.	.	.	.
St. Matthias	24	24	.	.	.	.	.	.	.	.
	260	260	.	.	.	.	.		.	.
Gross Totals	2,522	1874	162	422	55	5	.	.	.	.

GENERAL REPORT, *for the Year* 1855, *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* CHESTER, SALOP, *and* STAFFORD, *by Her Majesty's Inspector of Schools, the* Rev. J. P. NORRIS, M.A., Fellow of Trinity College, Cambridge.

MY LORDS, Stafford, January 1856.

Increase in number of schools; and general progress.

WE have been able, by great industry on the part of my colleague, the Rev. H. R. P. Sandford, to make 370 visits of inspection during the past year. The number of schools so examined included 176 boys' schools, 163 girls' schools, 124 infants' schools, and 165 mixed schools—in all 628. It was our hope that all the schools in the district that have been placed upon our list might have been ere now visited. The increase in their number has rendered this impossible. In the past year between thirty and forty fresh applications for inspection have been made, and the number seems likely to go on steadily advancing. The number of certificated teachers has reached 228; of whom 149 are masters, and 79 are mistresses. The number of pupil-teachers now credited with payment is, I believe, 409; of whom 213 are boys, and 196 are girls. There are, besides, 27 assistant teachers employed under the Minute of April 1853, and several applications have been made for the appointment of night-school teachers under the later Minute of March 1855. Of the conduct of the teachers, with very few exceptions, I have a most satisfactory report to make to your Lordships. Three certificated teachers have incurred blame; and in two of these three cases I have reason to believe the neglect of their school duties arose very mainly from the large amount of time given to other work connected with schoolmasters' associations.

Pupil-teachers.

Among the pupil-teachers forty have, during the year, successfully completed their training. Of these, seventeen have obtained Queen's scholarships, nine have become assistant teachers, and of the remaining fourteen, the majority have taken situations as teachers. Ten apprenticeships have ceased prematurely; and, of these, I am happy to say, only two were interrupted in consequence of misconduct. One was due to failure under examination; two were cases in which the pupil-teacher showed a manifest disinclination to the work; three were in consequence of the circumstances of the schools; one was caused by sickness; and in the remaining case the boy was leaving the neighbourhood with his family. When it is considered that the number of pupil-teachers in the district exceeds 400, this will, I think, be

accepted as a most satisfactory report. As I have before observed, the good conduct of these young people is, in a large measure, due to the vigilant care with which the parochial clergy have seconded the efforts of their masters and mistresses. I have uniformly observed that where the managers take an active interest in the schools, there the pupil-teachers prosper; and where the managers are unable or unwilling to do this, and are content to countersign the certificates *on trust*, there the pupil-teachers become remiss, and, it may be, ultimately fail. The importance of active supervision can hardly be overrated,—good and conscientious teachers desire it for the sake of encouragement. Careless teachers require it as a check on their carelessness. The pupil-teacher system has made it doubly needful; and when it is remembered that four-fifths of the schools in which these pupil-teachers are trained are connected with the Established Church, it will be allowed that the country owes no small debt of gratitude to the parochial clergy, for the way in which they have taken up and worked out this admirable scheme. I mention this partly because an Inspector of schools has singularly large opportunities of appreciating the labours of the clergy in this important province of their parish work; and partly because I wish to prevent any misapprehension that might arise from the silence which, for obvious reasons, I observe on this subject in my reports upon particular schools.

Improvement in age of children.

Next to the progress of the pupil-teachers, the subject whereto I have directed my attention most anxiously during the past year has been the age of the children, and the best means of protracting their stay at school. A vigorous effort has been made in many of the best schools in the district to secure a more regular and prolonged attendance of children; and, I believe I may add, the effort has been decidedly successful. From the statistics appended to this report, compared with the summaries of preceding years, it appears that the children are of an older growth, and have attended school for longer terms. In 1854 it was shown that out of every 100 children examined, about 30 had been more than two years at school. In 1855 the proportion had risen to 36. Again, in 1854, 27 in the 100 were above ten years of age; the returns of 1855 give 32. This is one of the symptoms of improvement which the friends of education have been looking for most anxiously, and especially in Cheshire and Staffordshire, where the age of the children has hitherto been lamentably low.

Causes of improvement.

The more earnestly teachers and managers carry on their work—outside as well as inside the walls of the school—the more attached to the school will the children become, and the

more highly will their parents value it. It is to this increased earnestness, and especially to the indefatigable exertions of many of the teachers in visiting the children's homes, that I ascribe the very satisfactory improvement indicated by these statistics. Among secondary causes which have contributed to this result, I may mention, — (1) Prize-Schemes; (2, 4) Industrial Schemes for boys and for girls; and—in connexion with these—(3) Half-time Schemes for combining school-instruction with labour; (5) Night Schools; and (6) what may be called School Recreations. I will speak of these six subjects separately.

I. Prize-Schemes.

Prize-Schemes.

About 600*l.* are now annually distributed in the way of prizes in my district. The money is subscribed chiefly by the iron and coal masters and manufacturers of Shropshire and Staffordshire, with a small grant from the London and North-western Railway Company for their Cheshire schools. The prizes and the interest so awakened have given a marked impulse to education, and are the means, I believe, each year of securing an additional twelvemonth's schooling to a very large number of children in the mining and manufacturing districts. A detailed account of these schemes will be found in another part of this volume.

Institution of prizes in particular schools.

Prize-schemes in connexion with particular schools have been established by the liberality of the managers. The rules adopted at Astbury and Saltney appear to me well calculated to stimulate the children and to secure their longer stay at school. An account of the Astbury prize-scheme was appended to my last report. The Saltney plan resembles it in providing a table of honour for recording the names of children who distinguish themselves in the periodical examinations. The rules of this school seem to me to contain so much that is suggestive that I have inserted them in the Appendix to this report. (*Vide* Appendix B.)

Children's certificates.

I rejoice that your Lordships have thought good to extend the principle of these prize-schemes by giving your sanction to the award of certificates of proficiency to children who may be judged by their teachers and school managers on the day of inspection to deserve this honourable distinction. I earnestly hope the school managers of my district may very generally take advantage of this plan. Its success will in a great measure depend on the co-operation of employers of labour. If they will generally recognize these certificates as credentials for employment, it will tend directly to give the parents a notion that the education of their children is not only right

but also expedient. School managers should in their several districts endeavour to obtain from the principal farmers or manufacturers (or their agents) promises to inquire of children seeking employment, whether they have an education certificate. This simple question would do more than anything short of compulsory legislation to fill our schools.

II. Boys' Industrial Schools.

Industrial schemes.

We have had occasion to report to your Lordships on twenty separate industrial establishments during the past year. I believe more experiments of this kind have been tried in my district than in any other Inspector's district. There is no department of popular education in which we stood more in need of experience, none, perhaps, in which more blunders have been made for want of it. It has been very instructive to mark how one sort of industrial scheme has been steadily advancing in success, while another sort,—far more specious, it may be, in theory,—has been as steadily verging towards failure.

Boys' industrial training.

In connexion with *boys'* schools the schemes that were most in favour some five years ago were workshops and model farms on a miniature scale. These may still succeed in connexion with pauper or reformatory schools, where the boys are boarded and lodged on the premises ; but in connexion with *day schools*, they have been in my district decided failures. In three cases the experiment of a small model farm, or garden, has been fairly and perseveringly tried for some years. In all three the managers have come to the conclusion that it would be well to break up the ground into allotments.

Allotment-gardens.

On the subject of allotment-gardens, I have received from the masters of the schools at Ipstones, Capesthorne, Essington, and Lilleshall, the letters which are appended to this report, and which, I am sure, will be read with interest (*vide* Appendix C.) I have also inserted at page 478 of this report, a letter from Acton, which continues to be the most successful garden in my district. Four of these schools, Acton, Essington, Ipstones, and Lilleshall, may now be considered as veterans in this department of school-work. For five successive years I have reported the progress of their school-gardens in detail; and the service which they have rendered in this way to the cause of education deserves acknowledgment. The gardens at Bridgnorth. Cannock, Donnington, Norton, Oswestry, Saltney, Rocester, Rodington, and Tarporley, are nearly all divided into allotments. The usual size of an allotment is two small roods, *i. e.*, 128 square yards. The tenant paying a small rent, say 1*s.* a

year, and bringing his own seeds and manure, may easily make a yearly profit of 10*s.* or 15*s.* from such an allotment. It is essential that the master should understand gardening, and take an active interest in the boys' work. A few simple rules to secure a variety of cropping should be enforced; and lessons on chemistry, horticulture, and botany should be occasionally given in school. It is also very desirable that the master and pupil-teachers should themselves cultivate a separate portion of the ground as a *model* garden, in which the boys might see the theory of horticulture practically carried out. One or two prizes might well be given annually in connexion with this part of the school-work. Before awarding them, the boys' knowledge of the theory of gardening should be tested by examination; their account books should be inspected, and the merits of their allotments compared.

Culture of fruit-trees.

It has often occurred to me, that we should do well to pay more attention in our school-gardens to the culture of fruit-trees. In Germany lessons on this subject are very commonly given. A peasant's cottage may not always have a garden attached to it, but a fruit tree it may nearly always have nailed against its wall. I was much pleased at Penkridge one day to find the master in the class-room giving his boys a practical lesson on the art of grafting and budding.

III. Half-time Schemes.

Half-time industrial work.

In the report which I addressed to your Lordships at the close of the year 1851, I recorded the establishment in my district of one of the earliest schemes for organizing, on a regular plan, the alternation of field labour with schooling. At pages 741–2–3 of the Minutes of the Committee of Council, of 1851–2, some general reasons in favour of the scheme are given, and a letter from the master of the Betley school is inserted, describing the arangements under which the experiment was being tried in connexion with the National school. In my General Report for 1852 (Minutes of 1852–3) the progress of the Betley scheme is described; and similar experiments elsewhere have been noticed in my subsequent reports. The

Teddesley farm school.

most interesting of these was the farm-yard school established at Teddesley in 1853. A letter from Lord Hatherton, describing the circumstances under which the school had been opened, was inserted in my General Report for 1853 (Minutes of 1853–4). The morning class continues to assemble from six to eight o'clock during the summer months, and is noticed in the Tabulated Reports for my district (*vide* No. 165.)

Other experiments.

During the past year I have brought the plan under the attention of school-managers wherever there appeared to be

often only food and lodging,—they could not halve this. Again, as regards the parent, he would object to pay school-wage for his lad at what he would consider an advanced age, and indeed, in some cases of large families, would be hardly able to do so. Anything which would prevent the lad's feeding at the farmhouse would be an almost insuperable objection, as one chief reason for parents getting their children out early is that they may have that food which a growing lad needs, and which they cannot give them at home. I am sorry to find out so many reasons against so desirable a plan. A half-time scheme for agricultural labourers is much more difficult of adaptation than for mechanics, on account of the varied nature of the work, and the distances of localities of the former as compared with the latter, where, from year's end to year's end, it is in the same mill and on the same spindles. If farmers and their families were such as they ought to be, they would be the educators of their farm lads on winter nights."

At Cannock, near Walsall, the master is making vigorous efforts to introduce a half-time industrial scheme. I subjoin his account of the experiment thus far:—

"REV. SIR, "Cannock School, 10 October 1855.

"As I promised to use my best efforts to establish a half-time class in my school, and furnish you with a report of my success in October, I now hasten to do so.

"Soon after the examination I took an opportunity to speak to Mr. Tomlinson, brick-master, here, upon the subject, and having laid the merits of the scheme before him, completely enlisted his sympathy in the cause; he promised me his best assistance, though, at the same time, he expressed his doubts of present success in this neighbourhood. He described the lads in his brick-yard as a most unprincipled set, most certainly requiring some scheme to elevate them.

"He remarked that the great impediment to be overcome here would arise from the fact (mentioned to you by Mr. Gilpin) of the boys being employed by the *men*, and not by the *masters*.

"I asked permission to visit the men in the yard and reason the matter over with them, but he replied that his authority might have greater weight with them than my reasoning, and he would use his best efforts to induce them to agree to the scheme. I regret to say that he informed me yesterday that he was quite unsuccessful. I next visited some parents whose boys were very irregular in attendance, but I could only induce them to promise to send them more regularly.

"I then visited the mother of one of the garden boys (the boy having told me he was about leaving), and wished her to allow him to share in the work of his brother at Churchbridge if she intended taking him away;—she would not consent, however, but at length promised to send him for sometime yet.

"Now, although I have been entirely unsuccessful as yet, I am by no means inclined to despair, for if I have been unable to form a class, I have, at least, the promised co-operation of the great employers in the district to aid me in doing so.

"I remain, &c.

"*The Rev. J. P. Norris,* (Signed) GEO. SYDENHAM.
"*Her Majesty's Inspector of Schools, &c.*"

Half-time clause in indentures.

It has occurred to me that in small towns where the children are taken away from school to be apprenticed to tradesmen, it would be an admirable plan to get a clause inserted in the indenture obliging the apprentice to attend school for some

portion of each day, or of each week, during the earlier years of his apprenticeship.

The following letter is from the Rev. J. D. Day, the Vicar of Ellesmere, whose excellent school, for tradesmen's sons, carried on during many years by his own self-denying energy, has been frequently noticed in my reports :—

"DEAR MR. NORRIS, "Ellesmere, 26 January 1856.

"NEITHER of the schemes you refer to were in complete work at the time you were last here. A few tradesmen's sons, who were in their fathers' shops, were acting on the plan of working half-day and schooling half-day. This still continues, and I think successfully; but I have not yet established the scheme for a forced attendance for a given time by a written contract. The agricultural class has started this quarter, and I cannot therefore make any remarks upon its progress. I have set to work, with a few boys from the first class in the National school, on an acre of garden ground; they are in the garden half the day, morning and afternoon alternately, in two separate gangs, and I pay them 1*s.* 6*d.* each, weekly, for their labour, provided they remain a full year. Sixpence a week is (in addition) put up for each boy, which is forfeited if attendance is stopped by any cause not approved by me. I hope next quarter to start the girls' industrial class; and trust all may be at work on your next visit to Ellesmere.

"Believe me, &c.

"*Rev. J. P. Norris,* (Signed) JOHN D. DAY.

"*Her Majesty's Inspector of Schools.*"

The following letter I have selected as illustrating the difficulties and chances of success in a town like Nantwich, where the people are chiefly employed in what may be called a domestic manufacture. The difficulties in such a place are, of course, far greater than where the operatives are gathered together in factories, and can be more readily dealt with in masses :—

"REVEREND SIR, "Nantwich, 14 November 1855. Difficulties in small towns.

"I HAVE not succeeded so well as might have been expected in getting half-timers to attend our school, *i.e.*, getting those children to attend school half the day, who have been apprenticed to shoemaking. We have seven boys at present in the school who are occasionally kept at home by their parents to *close* for them, besides being kept to it at nights. One of these, when employed a whole week, can earn 4*s.* or 5*s.*; he is between twelve and thirteen years of age.

"Another, between eleven and twelve, can close twenty-four pairs of shoes a day, by which he can earn 1*s.* 6*d.*

"Another, between nine and ten, can close sixteen pairs per day. As these children are kept at home, now and then, to assist their fathers when busy, perhaps a half day or a day, or may be a week together, it would be most desirable to try to induce their parents to allow the children to come at some stated time to school, something like the half-time factory scheme. But I foresee some difficulty in this, because shoemaking is a trade that very much fluctuates, and at a busy time all hands would be called to work, and the school forgotten, or almost so. One remedy to overcome this evil, would be to establish a workshop in connexion with our school, in which a number of children, whose parents wished it, might be taught by a competent shoemaker to stitch, close, &c. If the children should go into the workshop in courses, the shoemaker might be always engaged with some, while the rest would be in school at lessons. Since the parents keep their

children at home now and then to earn a trifle, they would probably expect them to be remunerated in some way for their labour; and I think, although the children would be learning both in the school and workshop, a small sum given to them would be a great encouragement.

"Another subject that you mentioned to me was, what proportion of children that attend your school becomes shoemakers? I find, out of fifteen who have left since Midsummer, ten have been apprenticed to shoemakers, *i.e.*, two-thirds of them. The average age of these is a little more than ten years. For this class of boys we are very much in want of a night school. About a dozen of these old scholars who did attend our Sunday school, now only come on a Sunday afternoon, thinking the mornings are much better spent by going to the Quakers' chapel to learn to write, or rather, to keep in practice what they have already learned in our day school. At nights (week days) a few others go to the Mechanics' Institution for the same purpose. Now, by these things, we soon lose sight of them altogether; whereas if we had an evening school, or a kind of literary institution, we might keep them. We have a pretty good library, but that seems not to be sufficient of itself. The following occurrence shows that we are in want of something. A short time since, a boy who had left our school and become an apprentice to a shoemaker, came to me quite imploringly to ask if I would begin an evening school; if so, he would be quite willing to pay me 6*d.* a week. Of course, such would be few.

(Signed) "JOSHUA CLEGG,
Master of Nantwich National School.

"*The Rev. J. P. Norris,*
"*Her Majesty's Inspector of Schools, &c.*"

At Acton, Saltney-cum-Lache, and Middle, the Minute of 29 April 1854 is being acted upon. I subjoin letters from the two first places, containing some most interesting details on this subject. This is the third year of the operation of the half-time scheme at Acton. At Saltney it has been recently started under very favourable auspices, by the untiring energy of the incumbent, the Rev. R. Temple.

"REVEREND AND DEAR SIR, "Acton, 30 August 1855.

"AFTER another year's experience of the working of the "Half-time System," I am more thoroughly convinced of the excellence of the plan, which is now more fully carried out here than I had anticipated when we first commenced it at your suggestion. The greater number of my elder boys are now employed out of doors fully half their time, and I do not find that they lose any of their book knowledge by being thus employed; on the contrary, they are so much more diligent in their studies at school, than if they were at their books all day, that most of them are in advance of those few boys who do not work on the half-time system. Since your visit, I have waited on those farmers who have employed our boys, that I might not be sending you a report on my own authority only. All agree that the boys are active, intelligent, useful, and willing; and that they require no captain, except the farmer himself, or one of his own workmen. The gardener at Dorfold is of the same opinion. No one could have been more prejudiced against them than he was, and it was with difficulty he could be prevailed upon to try two of them. His letter (which I beg to enclose) will show you that he is now satisfied with them. I deem it a great advantage to the boys to be employed in such extensive gardens as those at Dorfold, as it affords them an opportunity of learning many things which they could not do in our own. The gardener's letter will show you the kind of work they are employed in. With the farmers they are chiefly occupied in weeding corn, weeding and thinning turnips, carrots, &c., planting potatoes, and haymaking. I think it but right to say, that we owe most of our

success in the industrial department, to the kind assistance which Mrs. Tollemache has rendered us, in giving us the garden work, and providing materials for our netting, &c., and purchasing the articles when made.

(Signed) "WILLIAM ALLEN,
Master of Acton School.

"*The Rev. J. P. Norris,*
"*Her Majesty's Inspector of Schools, &c.*"

"DEAR SIR, "The Lache, near Chester, 16 July 1855.

"SINCE I saw you I have been thinking over what you said with regard to a general half-time system, and as the more I consider it the more practical and useful it seems, I send you (1) the rules which I should apply to their Lordships to recognize on the subject, and (2) the reasons for those rules.

"1. That in every school applying to be admitted to the general half-time system, besides the ordinary registers, a separate register be kept by the *managers* for all children above the age of twelve; in which all causes of absence with leave from the managers be specified. That the managers be held responsible for this register, not the master.

"2. That to children above twelve, 110 days' leave of absence may be granted for the following causes *only*, to be specified as above; such days of absence to be counted as attendance.

"As regards girls (besides special industrial schemes connected with the school), washing at home, nursing sick relatives, nursing babies, cooking or care of house during parents' absence, churning, baking.

"As regards boys (besides special industrial schemes connected with the school) farm work, gardening, brickmaking, temporary employment, to be specified by name, care of house during parents' illness, if there be no sister old enough.

"3. That in all schools acting under these rules, some special industrial manual be read and examined in by H. M. Inspector (*e. g.*, household matters for girls, Irish Agricultural Class Book for boys).

"4. That H. M. Inspector report that these children do not interfere with the others who are whole-timers, or retard their progress."

Mr. Temple adds:—

"It has long been evident to me, that our absolute refusal to recognize home-duties as a part both of moral and industrial education for elder children, has been productive of three evils.

"1. It has caused many intelligent children to leave school early, or stay away altogether.

"2. It has rendered those who attend deficient in usefulness and a sense of responsibility.

"3. It has led to much ill-feeling and breach of school rules, because those rules are not framed in harmony with real life. Poor people *must* keep the elder children at home sometimes; and I believe that the knowledge of house-management, nursing, washing, and above all, the sense of moral responsibility so obtained, is most useful to girls. And so with boys as to gardening, and other out-of-door work. I would not grant such half-time leave for running of errands, watching birds or cows, or anything not involving industrial practice or responsibility; but the occupations I have named *do* involve those benefits. As you were kind enough to commend our moral discipline, I may say, without fear of lowering our school in your eyes, that the steadiest children in the school are those who have had much of the responsibilities of home.

"It would, of course, be impossible to arrange any plan of relays, or of simultaneous absence or presence as in factories; but there are two reasons which lead me to think that hardly any inconvenience would arise. Writing and arithmetic are subjects necessarily of *individual* progress, so that the

irregularity of one child would not in them retard another. Classes reading in consecutive books (*e. g.*, the Fourth Irish Book) would be most interfered with; but an easy remedy exists. After the Third Irish Book had been finished, I would divide each class into two divisions, whole-timers and half-timers. The whole-timers, boys and girls, should go on to the Fourth Book; the half-timers, girls, should read in the Sixth Book, which consists of selections, each being complete in itself, so that no course would be broken through. For the boys, a similar book should be put forth, containing extracts chiefly upon trades, &c. In Scripture I anticipate no difficulty, as the religious effect of each lesson is complete in itself, although the historical sequence be broken. In any case, selections from Scripture complete in themselves, might easily be framed for half-timers.

"The scheme proposed is, after all, only a recognition of existing circumstances. Children do stay away on washing and baking days, (nay, I will even say that some children *ought* to stay away on such days,) and therefore the disarrangement exists, and leads, while unrecognized, to ten times the inconveniences which a half-time scheme would produce. A few more pupil-teachers would be needed to work the double classes. If their Lordships would like to try the experiment of this or any kindred plan, I will gladly undertake the working of it in this school, in any way.

"I remain, &c.

"*Rev. J. P. Norris,* (Signed) R. Temple.
"*Her Majesty's Inspector of Schools.*"

IV. Girls' Industrial Schools.

Progress of industrial work in connexion with girls' schools—Needlework.

It appears to me that girls' schools have a great advantage over boys' schools in the fact that nearly half the day is spent in industrial work. Independently of the practical value of skill in needlework, it would be well worth while, for the sake of the effect on the girls' characters, to occupy half their time at school in this way. No one can have marked the quiet domestic aspect of one of our better girls' schools when arranged for needlework, the scrupulous cleanliness which their work necessitates, the continual interchange of kindly offices, and that most wholesome union, which a boys' school seldom presents, of industry with repose, of a cheerful relaxation of mind, with the most careful and decorous order, without seeing at once that it is here rather than during the morning lessons that the character of the future woman is formed. When we add to these considerations the paramount importance of skill in needlework, picturing to ourselves the contrast that a few short years will show between the slattern, in her cheap tawdry shop finery, and the white-aproned tidy housewife, with her knitting in her hands, or a shirt for her husband in her lap, we shall, I think, be more than ever anxious that this most valuable department of schoolwork should not be neglected. It has often occurred to me that one serious objection to mixed schools is the great probability of the needlework being slighted. The girls thus brought into competition with the boys regret the time spent away from their books. And, besides, the afternoon semps-

tress will appear to disadvantage when compared with the more intellectual morning teacher; her authority will come to be slighted, and the discipline will be impaired. I have often found that in these schools the girls get a notion that the needlework is of little or no consequence, and with few exceptions all the schools that produce the best needlewomen in my district are separate girls' schools.

Laundry work and domestic economy.

I much regret that so few of my schools have attempted to teach other kinds of household work, such as washing, cooking, and baking. Acton, Astbury, Lawton, and Sandbach, continue to be model schools of this sort. At Freehay, Oxton, and Penkridge, household training has been some time contemplated, and premises are provided for the purpose; but hitherto it has only been partially carried into effect. At Middle, in Shropshire, it is carried on in connexion with a small country school. At Saltney, near Chester, a very complete system of domestic industry has been added to the other school-work, through the zeal and kindness of the clergyman and his family.

Chief difficulties, and how they are to be met.

I believe three principal reasons may be assigned for the neglect of this very important province of girls' education.

1. First, I may mention a tendency in former years on the part of trained teachers and inspectors to over-estimate the importance to girls of book learning. A knowledge of Holy Scripture, and the power of reading aloud fluently, and of expressing themselves readily and correctly on paper, and a sufficient acquaintance with arithmetic to enable them to add up bills and keep household accounts, are of course essentials. But next to these it seems to me that a knowledge of household matters should be given, with practical training if possible; and if *after this* there remain time for more general information, then let geography and history be added.

2. There is frequently a notion on the part of school managers that an industrial department would involve them in much additional expense. The example of Lawton clearly proves that this is not necessarily the case. In fact, the simpler and cheaper the apparatus the better will be the training, because the girls are less likely to be spoiled for such accommodation as they will probably find when they go out into service, and are more likely to learn to be inventive and self-reliant. For a laundry the only things necessary are an ironing shelf to let down, a few earthenware pans or wooden tubs on a bench, a stove and large copper boiler. Where a laundry cannot be provided, arrangements may in most cases be made for allowing the elder girls to take part by turn in the household work of the parsonage or the teacher's residence. Where there is a kitchen as well as garden attached to a

country, school it is an excellent plan to let the elder girls cook a dinner each day for all the children that come from a distance. The boys should either pay some trifle for their share of it, or, still better, should earn their dinner by work done in the garden, where all the necessary fruits and vegetables would be grown.

3. A third reason is, the difficulty of reconciling the parents to work of this sort for their children at school. Now, so far as their objections arise from pride or ignorance, they can only be met in the way in which all such opposition to school authority is to be met—by expostulation, by firmness, and by increasing the attractiveness and popularity of the school in other ways. But in many cases there is much that is reasonable in what parents urge. Their daughters' clothes wear out much sooner if they are employed in industrial work; more time is occupied than can well be spared from home duties; the mother is really more competent to teach such things than the mistress. To meet these objections it may be necessary to provide that each industrial girl shall have a suit of clothes given her once a year (made of course in the school); the hours must be arranged so as not to interfere with home duties; and, above all, the teacher must be thoroughly and practically conversant with domestic economy. The probability is, that the parents will never really appreciate the importance of it, or show any gratitude for the pains bestowed upon their daughters' industrial training; but this applies equally to all education, and must not be allowed to discourage us.

General neglect of girls' education compared with that of boys.

But I much fear the chief reason that more is not done in this direction, is the very general apathy that prevails in the matter of girls' education. Why is it that where you find three or four good boys' schools, you will find barely one efficient girls' school? Why is it that in pamphlets, and speeches, and schemes of so-called national education, they are almost uniformly ignored? The reasons are twofold: a very large number of the people who are interested in the progress of education think of it only in connexion with our national wealth; they mean by education the extension of skill and knowledge as essential elements of productiveness, and therefore with them girls' schooling is a matter of little or no moment. Another still larger class of persons, who from native illiberality of mind are opposed to all education, though ashamed to confess this generally, do not blush to own it with respect to girls. So that on either hand the girls' school is neglected. And what is the result? For want of good schools for girls three out of four of the girls in my district are sent to miserable private schools, where they

Effect of this, as shown in supply of servants.

have no religious instruction, no discipline, no industrial training; they are humoured in every sort of conceit, are called "Miss Smith," and "Miss Brown," and go into service at fourteen or fifteen, skilled in crochet and worsted work, but unable to darn a hole or cut out a frock, hating household work, and longing to be milliners or ladies' maids. While this is called education, no wonder that people cry out that education is ruining our servants and doing more harm than good!

Paramount importance of girls' schools.

But there are other evil results arising from the neglect of girls' education, far more serious than the want of good servants;—as the girl is, so will the woman be; as the woman is, so will the home be; and as the home is, such for good or for evil will be the character of our population. My belief is that England will never secure the higher benefits expected to result from national education, until more attention is paid to girls' schools. No amount of mere knowledge, religious or secular, given to boys, will secure them from drunkenness and crime in after-life. It may be true that knowledge is power, but knowledge is not virtue. It is in vain for us to multiply the means of instruction, and then sit down and watch the criminal returns in daily expectation of seeing in them the results of our schooling. If we wish to arrest the growth of national vice, we must go to its real seminary, *the home*. Instead of that thriftless untidy woman who presides over it, driving her husband to the gin palace by the discomfort of his own house, and marring for life the temper and health of her child by her own want of sense, we must train up one who will be a cleanly careful housewife, and a patient skilful mother. Until one or two generations have been improved, we must trust mainly to our schools to effect this change in the daughters of the working classes. We must multiply over the face of the country girls' schools, of a sensible and practical sort. The more enlightened women of England must come forward, and take the matter into their own hands, and do for our girls what Mrs. Fry did for our prisons, what Miss Carpenter has done for our reformatories, what Miss Nightingale and Miss Stanley are doing for our hospitals.

V NIGHT-SCHOOLS.

Progress of night-schools.

I come in the third place to a subject of yearly increasing importance, the provision of some further means of instruction for those who have left our day-schools. In no respect has there been a greater advance, during the past year or two, in my district. It was with the greatest satisfaction that I learned at the beginning of the year, that your Lordships were

Minute of 1 March 1855, affording special aid to night-schools.

prepared to embody the suggestion which I ventured to make in my Report for 1854, in a Minute expressly designed to give further assistance to night-schools. By this Minute, annual payments, not exceeding 10*l.*, are offered to persons, who while engaged in other occupations during the day, are well qualified by inclination and ability, to act as teachers in night-schools. The several conditions are printed at page 111 of the volume of Minutes for 1854. I believe that some such person might be found in almost every parish; and several have already come forward in my district, and are now employed in this way. Next year, when the payments begin to fall due, it will be my business to report more particularly on this subject, and upon the progress of the night-schools under the operation of this Minute. There are now in operation about *forty* night-schools in the district; most of these have been visited either by Mr. Sandford or by myself. They are of all sizes; the number in attendance varying from ten to eighty. With a very few exceptions, they are all in towns or in mining or manufacturing districts. By way of an example of what is being done, I insert an account of the two night-schools in the parish of Bollington, sent me by the kindness of the clergyman:—

"These schools, which have been in active operation for the last two or three years, are accomplishing very happily the purpose their promoters had in view in their establishment. Bollington, being a manufacturing place, and the young people having their evenings much at their own disposal, advantage has been taken of this to give them, by means of these night schools, an interest in the cause of education. In the girls' evening-school at Bollington, under the superintendence of a zealous mistress, Miss Minter, and an assistant-teacher, the young women are assembled three evenings per week —one evening for sewing, the other two for general subjects. The sewing-class is held on the Monday evenings, and numbers usually about fifty-five. The produce of their labours is sold at the end of the year for the benefit of the school funds, and at their last sale realized 42*l.* While engaged in their work an instructive and interesting book is read to them by the clergyman or his wife.

"The Bollington Cross evening-school is similarly conducted under Miss Clarke, the indefatigable mistress. The number attending this is thirty, and the proceeds of their last annual sale amounted to 27*l.* It will easily be imagined that these young people, besides improving themselves, take a deep and growing interest in the institution which, by their labours, they contribute so materially to support. This is here found to be remarkably the case. The good influence of our efforts on the young people has shown itself in various happy ways. The number of Sunday scholars has rapidly increased, and now amounts to upwards of 700; of which number, more than 100 are above twenty years of age, and 120 of them are *regular communicants*. The spirit manifested by these young people is altogether a most pleasing one; and the clergyman of the district thankfully and gladly bears witness to the great encouragement he has received from their example and assistance in his ministerial labours."

Particular notices of other night-schools will be found in the Tabulated Reports for this district. Not the least good attend-

ing this evening instruction is that by extending education among the young people and adults, education generally comes to be more highly valued, and thus the night-school reacts on the day-school.

VI. School Recreations.

Various means of rendering schools more popular, and so securing a more regular attendance.

The last subject which I propose to bring before your Lordships is the adoption in many of the schools under our inspection of various schemes of recreation, tending to render the school more attractive and popular, and so to increase and prolong the attendance of the children. At St. James' Congleton, at Astbury and at Walsall, cricket clubs have been established with the best effect. At Sandbach, Hurdsfield, Christ Church Macclesfield, Bridgnorth, Chances' Schools, and some others, bands of music have been organized. At Chesterton, Lilleshall, Freehay, and other places, vocal music has been specially cultivated, and some very successful school-concerts have been given. At Bollington, Ipstones, Milwich, Ellastone, Sir Robert Peel's school at Tamworth, chemical apparatus has been provided, and lectures given on this and kindred subjects. School lending libraries have been formed in many places with the best effect; I may specially mention that at St. Thomas', Stockport. The yearly flower show at Stretton was described in the Appendix to my last Report. Experiments of this kind are very greatly to be encouraged, so long as they do not engross too much of the time or strength of the school. They tend to attach the children, to interest the parents, to give character and spirit to the school, and so conciliate to it increased support. It is to efforts of this kind, and to the extension of night-schools, industrial work, and prize-schemes, that I ascribe secondarily the very satisfactory change for the better in the age and attendance of the children. Primarily, it is doubtless due to the unfiring energy of the teachers, supported by the clergy and school-managers of my district.

Conclusion.

Parishes with good schools still the exceptions.

But whenever, in making these annual returns to your Lordships, I am led to notice satisfactory signs of improvement, I cannot but remember how incomplete is the educational picture presented by such Reports. Bright spots there are, here and there, scattered through each Inspector's district; and he may well rejoice, in his annual tours, to find their number increasing. But, after all, how few and far between they are! In driving from one school to another, what a breadth of darkness he often has to traverse! What masses of neglected population lie on his right hand and on his left!—Town

parishes, that have long outgrown the strength of their overworked and underpaid curates; monster villages, that have sprung up round the newly opened mines or works of some hard-headed hard-hearted contractor; broad rural districts, the estate, it may be, of some large landed proprietor who does not wish to see the people educated, who would much rather have them fold each his one talent in a napkin, and lay it by against the great Day of Account! For such places I see at present no hope. Other districts there are where much might be done, if people were once put in the way of doing it. I know many country parishes of which this is true. Pioneers of some sort must be sent into these before annual grants will find their way into them. I have often wished that I might have two or three *organizing masters* placed at my disposal by your Lordships, whom I might send to places of this kind. I have had such frequent opportunities of observing the good effects that have followed the visits of the National Society's *organizing masters*,* that I do not hesitate to express my belief that a similar agency might be adopted into your Lordships' scheme, with the greatest advantage to the cause of education.

Need of organizing masters for country schools.

I have the honor to be, &c.

J. P. NORRIS.

To the Right Honorable
The Lords of the Committee of Council on Education.

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* In South Shropshire several schools, which the Committee of Council had hitherto failed to reach, have been stimulated, improved, and so encouraged to seek inspection, by the judicious energy and zeal of Mr. Lomax, one of the National Society's organizing masters, employed by the Diocesan Board of Hereford. The same success is attending the efforts of Mr. Flint in the diocese of Lichfield.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY REV. J. P. NORRIS AND REV. H. R. P. SANDFORD.

SUMMARY *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of Children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
370	176	163	124	165	66,779	39,465	41,279	183	385

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2·68	4·37	7·05	11·69	13·5	15·09	13·84	12·17	8·86	6·21	2·95	1·59

Who have been in School					
Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
40·41	23·15	15·04	9·93	6·03	4·84

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of 299† of Schools enumerated in Summary *a*.								Average Income per Scholar in attendance.‡
From Endowment.		From Voluntary Contributions.		From School Pence.		From other Sources.	TOTAL.	
£ s. d.		£ s. d.		£ s. d.		£ s. d.	£ s. d.	s. d.
2,738	6 10½	12,590	0 4½	12,430	7 10½	3,486 11 6½	31,245 6 8	17 4½

Aggregate *Annual Expenditure*, as stated by Managers, of 299† of Schools enumerated in Summary *a*.								Average Expenditure per Scholar in attendance.	No of Children in average attenance in Schools to which Summary *b*, relates.
Salaries.		Books and Apparatus.		Miscellaneous.		TOTAL.			
£ s. d.		£ s. d.		£ s. d.		£ s. d.		s. d.	
24,633	15 10½	1,936	12 1	6,302	9 7½	32,872	17 7	18 3½	35,968

* At the date of closing these Summaries.
† The number of Schools inspected during the year was 370; but from 71 of these no sufficient returns of income and expenditure have been received,
‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income). £ s. d.	Number on which Average is taken.	Number provided with House or Rent-free.
SCHOOLMASTERS	Certificated	88 6 5	122	79
	Uncertificated	52 18 4	133	65
SCHOOLMISTRESSES	Certificated	56 0 8	53	17
	Uncertificated	31 0 5	143	56
INFANTS' SCHOOLMISTRESSES	Certificated	45 19 7	8	3
	Uncertificated	28 10 9	81	22

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportions of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
278	83,039	28·57	46·79	15·8	5·49	3·35

APPENDIX B.

RULES OF SALTNEY-CUM-LACHE NATIONAL SCHOOL.

Saltney-cum-Lache school. Rules, rewards, &c.

1. *Rates of payment weekly.*

(i.) If parents earn less than 1*l.* per week:—2*d.* per week for one child, 1*d.* each for all after.

(ii.) If parents earn less than 2*l.* and more than 1*l.* per week:—4*d.* per week for first child, 2*d.* for second, 1*d.* each for all after.

(iii.) If parents earn more than 2*l.* per week, or are farmers, shopkeepers, or salaried persons:—6*d.* per week for first child, 4*d.* for second, 2*d.* for all after.

All parents of children claiming to be admitted at rates (i.) or (ii.), to give reference to employers. The payments may be made quarterly in advance, if preferred. All weekly payments to be made in advance on Monday morning, to the master, unless otherwise agreed upon with him. Any child whose payments are irregular will forfeit all allowances for good attendance (rule 3), and be liable to expulsion.

2. *Attendance.*—No child to be absent or late without leave, or notice of sickness. Any child so absent or late will forfeit the "good attendance" and "first scholarship" allowances, and be liable to expulsion.

3. *Good attendance allowance.*—At the end of each six months the ten most regular attendants, who shall not have been absent more than ten days on the

whole, and *never* without leave or notice of sickness, will be placed on the "good attendance list," and will pay 1*d.* per week less than their stated rate, for the next six months.

4. *First scholars.*—The child who is head of the school each midsummer, will have his or her name placed on the "first scholars' board," and be free from all payment as long as his or her conduct and attendance continue good.

5. *Books, &c.*—Children must provide themselves with reading-books, slates, and copy-books (if needed), which may be had from the master at cost price.

6. *Library.*—Children who have behaved well during the week will be allowed to borrow books every Friday afternoon.

7. *Clothing club.*—Children paying into the clothing club any regular weekly sum, every Tuesday morning, will receive their tickets for clothing, with a bonus, on the first Tuesday in November.

A weekly register of the conduct of the girls in the first class, and of their usefulness in sewing, assisting in cleaning the school, &c., is kept by the managers; and all girls who leave school at the age of fourteen, or upwards, in the first class, will receive certificates of character (if they deserve them), according to the register. A register will also be kept of the girls who have left school for service, and their mistresses will be requested to communicate reports of their conduct every six months, so that in case they were out of place, ladies wanting servants would have them recommended upon applying to the managers of the school, and all such old scholars out of place (*not for misconduct*) would use the school as a free registration office.

The same would be done for any boys in the first class who might require it.

Appendix C.

ALLOTMENT GARDENS.

Rev. Sir, Ipstones, 27 November 1855.

Ipstones school garden.

I consider the past year's operations in our industrial school the most successful we have had. One-half the land has been divided among the boys, and they have raised good crops. One with an allotment of 60 square yards has gained 6*s.*, another with 112 square yards has 8*s.* 5*d.* profit. A greater number of boys are anxious for plots next year; some of their parents have consented to let them place their profits in the savings' bank. The remaining half has been cultivated as in past years, the boys having plots working when required instead of paying rent; other boys, when employed, I have paid. The produce of the half acre so occupied has paid all expenses, as shown below. The Rev. J. Sneyd has promised to obtain some land for allotment gardens. So that the boys, as they give up those in the school garden, will be supplied with others; without this, I consider the school would be very incomplete.

Results of past year.

Extension required.

Dr.	£	s.	d.	Cr.	£	s.	d.
Manure	3	7	1½	Balance	1	10	3
Rates	0	3	5	Cow cabbage	2	0	0
Rent	3	0	0	Potatoes	4	8	0
Labour	1	7	7½	Turnips	0	3	0
Seed potatoes	0	16	8	Plants	0	1	0
Tools	0	3	0	Savoys	0	2	6
Prizes	0	15	0	Manure on hand	1	5	0
Balance	1	6	11	Grant from Committee of Council	1	10	0
	£10	19	9		£10	19	9

Other industrial work.

When the weather will not allow us to go to the field, we work at carpentering and book-binding; we bind the *Illustrated London News* and the periodicals taken in for the reading-room, as well as the children's own books. I find this latter a very popular employment with both parents and children. I supply the small

books of geography published by the National Society to the children; they colour the maps, and bind the whole series up into one volume, and use them for home lessons.

Reading room. As I anticipated, the reading-room is self-supporting this year, but there is scarcely a labouring man that *avails himself* of it.

Lectures. The apparatus obtained by the aid of the grant from the Committee of Council has enabled me to give some interesting lectures to the scholars attending the night school, together with the elder boys of the day school. Messrs. Blackwell and Co., who have some iron mines in the parish, have offered 10*l.* towards any apparatus required. I hope to obtain an astronomical telescope, a magic lantern, and some sliders.

Next year I am anxious to take some children to the examination in connexion with the North Staffordshire Prize-scheme.

I have the honor to be, &c.
(Signed) JAMES STOLLARD.

REV. SIR, Capesthorne School, Congleton, 13 November 1855.

Capesthorne school garden. Reasons for discontinuing *school-farm*. I REGRET that several circumstances have conspired to prevent my being able sooner to avail myself of your invitation to report on the result of our garden work, and to state my opinion as to the mode in which industrial employment may be usefully, perhaps profitably, blended with the usual school business in a district like this. Before attempting to do so, however, it may be necessary to remind you of the peculiar condition of the neighbourhood. On looking over the names of the parents of the children who have attended our school during the quarter ending October 1st, I find that we have only twelve families, out of sixty-six, who do not occupy a sufficient quantity of land to keep at least one cow.* The obvious result of this is, to give a good deal of work for children before and after school hours, and to diminish poverty to such an extent as to make the parents object to their being employed in manual labour, unless at a high rate of wages. Thus the wages of boys have risen to what, in many places, would be considered a fabulous rate. I have frequently known boys of nine or ten years of age paid from 9*d.* to 1*s.* per day for several months together. One of our working boys is at present engaged in raising potatoes for a neighbour at 1½*d.* per score yards. The other day I ascertained that he had completed nearly ten score yards before noon, which would make his wages about 2*s.* 6*d.* per day. I think it probable that, if we could offer regular work throughout the year, at from 3*d.* to 5*d.* per half day, it would induce the parents to accept it on behalf of boys from 9 to 13 years of age, as they would thus secure remunerative employment and continuous intellectual instruction, and, at the same time, would be acquiring manual dexterity. This brings me to my reason for recommending the discontinuance of the system on which we have been working during the last two years. It was soon found that, with the small extent of our land and our limited stock (a cow and a pig), we could not find profitable employment every afternoon throughout the year for the boys who seemed able and willing to engage in it. This in itself had a tendency to diminish the interest in their labour which they might have acquired; and when our garden work was necessarily suspended they had no inducement to decline offers of work for a few weeks made by the neighbouring farmers; when again required by us, they were not able or willing to return, and thus the practical result has been that during the time in which these boys would have attended the school during the whole day, we have deprived them of half their intellectual studies by employing them in our garden, without any prospect of securing a more regular attendance or longer continuance at school, on the hope of which alone I had founded my notions of the utility of any garden scheme.

In addition to the above-named cause of failure, I may state that we have often found difficulty in securing the services of the over-looker at the time when most required. It was not thought desirable that the boys should frequently work without supervision, and regular superintendence by either myself or a pupil-teacher was out of the question.

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* Mr. Diggens is speaking of the tenantry on the estate of Arthur H. Davenport, Esq., of Capesthorne. If the very satisfactory state of things here described were more general, we might well cease to care much about school gardens. Each home would be a school of industry of the best kind.

It is not intended entirely to abandon garden work. A portion of the land will be allotted to the boys who may be disposed to cultivate plots. I shall recommend that some of the allotments be small, to induce the younger boys to attempt the management of them. A small portion of each school-day will be devoted to instructing them in this subject. I cannot profess to be very sanguine as to the result, for our school-keeping bears considerable resemblance to what I have been informed is usual in Scotland: many who have been employed in the fields during six, seven, or eight months of the busy season return to us in the winter, and thus keep up a connexion with the school to a more advanced age than they would be likely to do under other circumstances. None of those who have even a slight expectation of being withdrawn from school to work during the summer would be willing to undertake the cultivation of the plots, as there would be the prospect before them of not being in a position to reap the produce of their labours. Proposed adoption allotment of system.

I will enclose on the spare leaf a statement of our farming accounts for the past year.

I remain, &c.
(Signed) A. Diggens.

The Rev. J. P. Norris,
Her Majesty's Inspector of Schools.

Siddington and Capesthorne School-farm Account, from 1 October 1854, to 1 October 1855.

Payments.	£	s.	d.	Receipts.	£	s.	d.
Wages—Superintendent	4	3	5	Sales of Butter	11	16	2
„ Working boys	5	12	8	„ Pigs	8	4	0
Miller's bill for meal, &c.	9	1	0	„ Fat calf	2	19	0
Hay and hay-making expenses	6	12	0	„ Gooseberries	0	16	11
Ley for cow	0	16	0	„ Diseased potatoes	0	8	0
Manure	0	16	0				
Seeds and potato sets	1	0	0	Value of crop on hand	11	0	0
Straw	1	4	6				
Store pigs	3	4	6	By balance	1	12	0
Team work	0	16	6				
Cow insurance	0	2	6				
Rent	3	0	0				
Rates and taxes	0	7	0				
	£36	16	1		£36	16	1

Reverend and Dear Sir, School House, Essington, 2 April 1855.

In answer to your kind letter, dated the 28th instant, I will give you as carefully as I can, the result of my experience with a school garden, and will be guided entirely by the facts which have come under my own observation. Essington school garden.

You are aware, that upon the old plan (working each afternoon without remuneration during school hours), the school garden was very unpopular in this parish. I had many unpleasant messages from the parents of the garden boys; some objecting to their working for nothing, others to their being taken out of school and kept from their lessons; others thought they could teach their children gardening at home much better than we could at school. I think all of them had some objection. The consequence was, we were all disheartened. I am sure I was; and I thought it might be an injury to the school instead of a benefit. On the present plan, however, the case is very different. All of the boys take a pleasure in it; their parents are quite won over to the thing, and are well satisfied with it. Failure of former plan. Adoption of allotment system.

I will, however, answer the questions you ask, in the order in which you have proposed them:—

1. Do any, and if so, how many, of the parents show an interest in it?

The parents of the boys evince great interest in the school garden. This they show in various ways, by repeatedly visiting the garden, to see how their son's plot was going on; noticing the progress of the crops, and frequently assisting in weeding, &c. *Six* of the boys' parents came themselves, and worked with them when

the produce was taken away; and *four* more sent horses and carts, &c. to carry it home. One of the largest farmers, formerly the most strenuous opposer, is now quite willing for one of his sons to have an allotment. Another farmer, who also refused to allow his boy to go in the garden, has consented to let two of his boys have plots.

2. Does it give rise to any complaints on their part?

I have seen nearly all of the parents of the garden boys, but I have heard of no complaints.

Effect on parents.

3. Has the assignment of allotments made any change in these two respects?

The allotment system has produced a very great alteration both in children and parents. Formerly, on the old plan, I was constantly annoyed by such messages as the following—"If my boys go into the garden again, I shall take them away." "My boy does not learn anything; he is always in the garden." "I had much rather he did not go in again." "Please, Sir, my mother says I must not go in again." Another said, "If I had a boy at school, I would take care he did not go in the garden." The consequence was, whenever the time came for the gardening to be done, I could get no boys to go in, except very little ones; they all crept silently away, and the garden got neglected, and covered with weed. Now, however, I have no complaints at all. Boys which formerly brought such disheartening messages, are now amongst the best and most anxious of my workmen.

I had a word or two the other day with the parents of some of the boys respecting the rent now required to be paid by each boy, and the rotation of crops. They seemed to be much pleased with the proposal, and said they thought it was very right and fair that the boys should pay rent, and were quite willing to give what I proposed, viz., 6*d.* per rood of sixty-four square yards.

On children.

4. Do the boys take pleasure in it? If so, how has it appeared?

All the garden boys are very much interested in their work, and take great pleasure in it. This they show in many ways:—

(*a*). As soon as I dismiss school, at twelve o'clock, the garden boys (on fine days) always wish to eat their dinners in the garden, and very frequently they may be seen, in knots of three and four, walking the garden over and examining each allotment. I have never been able to ascertain what their conversation has been about, but I will, if I can, endeavour to do so.

(*b*) Anxiety to get in the garden as soon as dinner is over; very often they come to my door to know if this or that is to be done, before I can well sit down to my own dinner.

(*c*). They never seem tired, and would like to be at work longer than the time allowed. When the bell has rung for school, they have come to me, and said, "Please, Sir, may we stay out a little longer?" This does not proceed from any dislike to school work, because I generally, at such times, say to them, "Don't you like your lessons in school?" But they invariably answer, "Yes."

(*d*). Coming to work on Saturdays, and during other holidays.

(*e*). Working cheerfully and happily together.

5. Has much pressure on your part been necessary to keep them up to it?

None; with the exception of one boy, who was really idle. He stayed away from school a few days, and when he returned his allotment was overrun with weeds. Instead of setting cheerfully and earnestly to work, he trifled his time away. Thus, his onions got choked, were a complete failure, and at the end of the year his profit amounted to only 1½*d.*

6. Do the garden boys make more or less progress than the others in their school work?

With regard to this point, I may say that the boys I have working in the garden are naturally the quickest boys in the school, with only one exception, and therefore make much greater progress than the rest of the scholars.

7. Have you observed that it tends to promote any particular good qualities?

They are very industrious, and seem to be lost without something to do. They work cheerfully, and always seem cheerful and happy. It animates and enlivens them; makes them fond of their school and teachers, and causes them to be very curious and inquiring upon things connected with natural philosophy. It promotes order and obedience, and causes them to be more particular with regard to personal cleanliness than otherwise they would be. I would much rather teach the boys when fresh and animated from the garden than when hot and excited from the playground.

With regard to the way in which the boys disposed of their last year's crops, several of the boys gave theirs to their parents, and others sold them to their friends and neighbours.

I will do my best to cause the school-pence to amount to the sum you named.

I also intend to try the plan of self-government of the school by a committee of boys, and will watch the working of it very carefully.

I remain, &c.

The Rev. J. P. Norris, (Signed) JESSE TWEMLOW.
Her Majesty's Inspector of Schools.

REV. SIR, Lilleshall School, Newport, Salop, 4 December 1855.

IN compliance with your wish, I beg to send a short statement of the garden operations connected with this school. Lilleshall school-garden.

You are already aware that the ground cultivated by the boys is divided into allotments of about 112 square yards each, separated from each other by grass walks.

If I might give an opinion as to the best plan of employing boys in garden work, I should say, that for country schools, where the attendance of the children is very precarious, the allotment system has the fewest objections.

Amongst the advantages of the allotment system, I may mention that there is a field open for emulation among the boys. This is not a mere fancy, for in my experience I have found very many instances of boys labouring during the time allowed for play, that their gardens might present a more flourishing appearance than those of their neighbours, who are less anxious about them.

Although many parents appear indifferent about the education of their children when their own convenience is interfered with, yet they are anxious that as much intellectual food should be supplied them as possible, while they are at school. For this reason the plan of working one hour a day, the half only of which is taken from their school work, I find the most agreeable to the parents. The other half hour is required from them after the other part of the school is dismissed. Thus an hour each day is devoted to industrial employment without appearing to infringe much upon their other school work.

The hour each day would be more time than is required for the boys in their own gardens. There is other work, however, to do which makes it necessary that they should work well. The grass walks require mowing continually during the summer, and the hedges want clipping. Besides this, they are employed in my garden when required.

The present year has been quite as successful as any of the former; for I find, upon looking over the accounts kept by the boys, that the average profits amount to 11*s.* or 12*s.* One boy, Thomas Broxton, has made as much as 16*s.* 8½*d.* If I have time before post, I will send you one or two of the accounts.

I am, &c.

The Rev. J. P. Norris, (Signed) WILLIAM DIGGENS.
Her Majesty's Inspector of Schools, &c.

DAVID TOMLINSON'S ACCOUNT.

1855.	*s.*	*d.*		*s.*	*d.*
1½ pints of beans	0	4½	Beans	2	1
1 pint of peas	0	5	Peas	3	0
½ oz. onions	0	1½	Onions	1	3
Red cabbage plants	0	1	Red cabbage	1	4
106 white cabbage plants	0	11	White cabbage	4	8
Shallots	0	2	Shallots failed	0	0
Manure	0	6	Potatoes	5	2
1 peck of potatoes	1	0	Pea sticks	0	4
Pea sticks	0	8			
Balance	13	7			
	17	10		17	10

APPENDIX D.

Sandbach reformatory school.

THE following account of the Reformatory School recently established near Sandbach, has been forwarded to me by the kindness of its founder, G. W. Latham, Esq :—

A reformatory school, for the County of Chester, has been lately built in the township of Bradwell, at a cost of about 800*l*. The money was subscribed by various gentlemen in the county, on the condition that if circumstances should ever cause the discontinuance of the school, the building should be valued, and a proportionate amount of each subscriber's donation returned to him. The school is supported also by a subscription, for three years, by the same gentlemen; and after that time, it is hoped that the value of the boys' labour and the Government allowance of 5*s*. a week for each boy committed under the Act 17 & 18 Vict., c. 86, will provide for all the expenses; but it is at present a very doubtful question what the expenses of such a school are, and what the value of a boy's labour is. The school is built in the form of a quadrangle, and is like a common farm-house, only from the arrangement of the building one door serves to shut in the inmates, and enables the manager to assure the neigbourhood that any petty depredations at night are not and cannot be committed by the boys.

On one side the gateway are the head-master's rooms, on the other, those of the labour-master. One side of the quadrangle is a large school-room and living room, over which is a dormitory for thirty boys; and the other side consists of kitchen, washhouse, baths, &c.; over which are dormitories, which may be used either in case of sickness or to relieve the large rooms if filled to overflowing. The fourth side consists of farm-buildings.

The labour is to be strictly agricultural, with some teaching of common things, and a few hours in a morning and evening are devoted to simple education. The object not being to make boys learned, but to teach them their duty to God and man. The boys attend the parish church, and the vicar of the parish has undertaken the office of clerical visitor. The whole is under the management of G. W. Latham, on whose property, and within half a mile of whose house the school is, and the head master is Mr. Howarth.

The Secretary of State has certified the school to be a Reformatory School, under the Act 17 & 18 Vict., c. 86. At present there are about five acres of land attached to the school, but any further quantity can be added acre by acre as required. Ultimately most probably about an acre a boy will be cultivated.

There are now (January 26) eight boys at the school, most of whom have been transferred from Hardwicke school, where they have learned some habits of discipline, to form a nucleus for the undisciplined boys committed from the county to collect round.

GENERAL REPORT *for the Year* 1855, *by Her Majesty's Inspector of Schools, the* Rev. D. J. STEWART, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* NORTHUMBERLAND, DURHAM, CUMBERLAND, *and* WESTMORELAND; *and also in the Counties of* HERTFORD, BUCKINGHAM, *and* BEDFORD.

MY LORDS, January 1856.

IT is well known to all who have taken interest in the promotion of national education, that the primary purpose of the Parliamentary Grants, administered by the Committee of Council on Education, has been the improvement of elementary schools for the children of working men. It appears to have been assumed that such an object would meet with the voluntary support of the wealthy classes, and be welcomed by those which are relatively poor. These grants have been limited, therefore, to those cases in which private benevolence has been first called into action.

It may be said, however, without much fear of contradiction, that no measures intended for the benefit of the mass of our population have ever met with a greater amount of criticism than that which has assailed the Minutes by which these grants have been regulated. Most classes "have contributed a share to hinder and defeat proposals for meeting one of the greatest social questions which belongs to present times." It cannot be said that your Lordships' Minutes have been either *vigorously* supported by the great landed interests of the country, or willingly recognized by any class as a satisfactory solution of a social difficulty. On the contrary, the arrangements proposed for the special education of teachers have met with unfavourable suspicion. Several of the Training schools have experienced very feeble support. The improvements introduced in the general arrangements of school premises have had to make their way against a powerful hostility. The Government has been reproached for its endeavours to make the school-room and the teacher's home more cheerful and more healthy than the hovels in which necessity confines our labouring men.

It is quite true, on the other hand, that education has some powerful friends and noble patrons, whose extensive estates bear witness to very liberal expenditure undertaken solely to benefit a tenantry of working people. But these are excep-

tional cases, which present a strong contrast to what may seem general indifference.

It would not be just, perhaps, to assume that the absence of school extension indicates always a want of local interest in the subject.

If any national advantages are to be won by promoting the education of the working people, those benefits will be certainly shared equally by the whole community. All classes have an equal interest in the question; and the proprietors of land may reasonably enough urge, that they are not called on to undertake alone an expenditure which ought to be borne proportionally by all classes of tax payers.

It might have been expected that at the end of ten years hostilities to the agency of the State would have become worn out, and that time would have lessened the magnitude of the imaginary dangers which were predicted as inevitable consequences of attempts to promote education among working men. But it is impossible to travel through any district in England without finding these old-fashioned arguments reproduced in some form or other. Their vitality is possibly lessened, but it is still strong enough to prevent any hearty co-operation in giving effect to measures which depend on voluntary efforts of private benevolence.

The author of "Learning and Working" remarks, "That the objections to schools which influence many men are still grounded upon the assumption, that poor people were sent into the world to work for *them*, and that all which is to be considered is how they may be made into the handiest tools for their purpose." I have heard these opinions expressed on more occasions than one. Perhaps they are exercising a much wider influence than is apparent at first sight.

But it is not the moneyed class alone that has shown an indisposition to throw itself heartily into the educational movement. The working classes themselves have been indifferent to the exertions made on their behalf. A great deal has been said of the anxiety which artisans have for the education of their children. Some schemes of national education have been proposed, which represent the people of this country as thirsting for knowledge, but repressed by their poverty and the conditions of a life devoted to manual labour. It has been said, that if efficient schools were once provided within range of their incomes, they would make sacrifices for the welfare of their children, and by their own efforts elevate the class to which they belong. I cannot but think that these expectations have been disappointed.

I have the pleasure of knowing very few clergymen who

think they can see amongst their parishioners a determination to make sacrifices for their children's education. In some few cases, the personal influence of a clergyman or a resident landowner has created and maintained amongst labouring men an interest in a parish school. There are not many such examples. For the most part the enthusiasm of educationists has been greatly checked by the very slight results which have been gained by a costly expenditure and by long sustained exertion. Our working people are generally without much education. They have just that amount of manual skill which fits them for some special department of their branch of trade, and there their education stops. It seems almost absurd to expect these men to see the difference between a bad and a good school. They have never become fit to judge on such questions. Their jealousy of interference leads them to treat all advice with suspicion, and their selection of schools is generally determined by personal considerations. If working men really have that thoughtful interest in the education of their class which is attributed to them, it ought to show itself, not here or there, in a few favourable cases, but wherever opportunities for its development are created.

In the manufacturing portions of the northern district there is plenty of employment, combined with ample wages. The employers, to the best of my belief, offer no interference with the education of their workmen's children. Some of them have schools connected with their collieries or factories, some have not. In all cases, as far as I know, each workman is the sole judge how his child shall be educated.

Schools have been created in various places, which are in all particulars immense improvements on the machinery which existed twenty years ago. Better teachers, better books, ampler furniture, have been provided. Clergymen and schoolmasters have acted as the missionaries of education; and yet, in despite of all, where wages are highest and steadiest the school suffers the most.

Year after year the average age of the children attending school has declined, and the attendance has become more desultory. I do not think there is any school which I have visited during the last three years where I have not heard these complaints.

In the Blue-coat School, Durham, three years ago the average age of the boys in the first class was fully thirteen. It has now fallen to eleven. At Newcastle the variation from last year is slight. At South Shields the average age is lower. The average falls, in all cases, till it reaches the earliest age at which employment is offered to children. In towns this

average remains tolerably steady through the four quarters of the year. In agricultural places it is subject to great variations in these four periods, because schools, which are comparatively empty for the greater part of the twelvemonth, are crammed with children during the few months when farm-work is almost suspended.

Through the kindness of the teachers with whom I have been acting, I have obtained from a certain number of schools returns of the average age of the children in each class. These returns, which belong entirely to the year 1855, are arranged in two groups, viz., schools under teachers holding certificate of merit, and schools under teachers without certificates. I have also been able to incorporate in these lists some returns from schools in agricultural counties in the south. The returns connected with schools in the counties of Cambridge or Bedford have been made when the attendance had not recovered from the harvest vacation; while those from schools in the northern district were drawn up when no such unfavourable circumstances were affecting the attendance

GROUP I.—*Schools under Teachers holding Certificates of Merit, or registered.*

SCHOOL.	Class.	Number present.	Average Age.
Acklington - - -	I.	11	12·1
	II.	13	10·11
	III.	11	9·5
	IV.	17	6·0
		52	
South Shields, Trinity, Boys -	I.	16	10·2
	II.	14	9·8
	III.	16	9·0
	IV.	17	8·2
	V.	18	7·0
	VI.	19	Infants, whose age could not be got.
		100	
,, Girls -	I.	8	10·7
	II.	9	10·5
	III.	15	8·1
	IV.	14	7·1
	V.	16	5·8
	VI.	16	4·0
		78	
South Shields, St. Hilda's, Boys -	I.	28	9·1
	II.	31	8·8
	III.	28	8·4
	IV.	16	7·6
	V.	8	7·6
	IV.	15	7·3
		126	
South Shields, St. Stephen's, Boys -	I.	19	10·4
	II.	15	9·3
	III.	20	8·7
	IV.	22	8·4
	V.	23	8·2
	VI.	26	6·6
		125	
Newcastle, St. Andrew's, Boys -	I.	35	12·1
	II.	26	10·7
	III.	24	9·7
	IV.	28	9·3
	V.	25	8·1
	VI.	25	7·1
		163	
,, Girls -	I.	21	12·6
	II.	18	10·9
	III.	17	10·4
	IV.	18	10·0
	V.	12	9·0
	VI.	16	8·7
	VII.	20	6·8
		123	

N.B.—The Average Age in Class I. is raised by "the Green scholars," *i. e.*, boys and girls who are on the foundation and are compelled to remain at school.

SCHOOL.	Class.	Number present.	Average Age.
Newcastle, Castle Garth, Boys -	I.	18	10·5
	II.	22	9·2
	III.	27	6·7
	IV.	35	4·0
		102	
Newcastle, St. John's, Boys -	I.	25	10·2
	II.	32	9·6
	III.	35	9·0
	IV.	29	8·4
	V.	27	6·6
	VI.	23	Infants
	VII.	25	,,
		196	
,, Girls -	I.	10	12·0
	II.	21	10·4
	III.	12	8·2
	IV.	12	8·0
	V.	17	6·3
	VI.	26	Infants
		98	
Newcastle, St. Thomas', Boys -	I.	26	10·7
	II.	21	10·8
	III.	29	10·2
	IV.	29	9·4
	V.	33	9·1
	VI.	30	7·9
	VII.	29	7·7
	VIII.	13	4·2
		210	
,, Girls -	I.	23	12·3
	II.	16	10·6
	III.	17	8·8
	IV.	16	8·9
	V.	13	8·0
	VI.	10	6·7
	VII.	11	6·0
		106	
Monkwearmouth, Boys -	I.	25	10·1
	II.	27	9·1
	III.	26	8·6
	IV.	24	8·2
	V.	29	7·3
	VI.	26	6·6
	VII.	16	5·6
	VIII.	20	5·0
		193	
Stockton, St. Thomas', Boys -	I.	18	10·5
	II.	17	8·6
	III.	10	7·1
	IV.	5	6·0
		50	

School.	Class.	Number present.	Average Age.
Stockton, St. Thomas', Girls	I.	8	11·5
	II.	13	8·7
	III.	10	8·2
	IV.	6	6·9
		37	
South Church, Mixed	I.	22	10·9
	II.	19	9·6
	III.	23	8·5
	IV.	22	7·8
	V.	31	6·0
	VI.	25	5·0
		142	
Lumley, Mixed	I.	14	12·0
	II.	14	9·9
	III.	18	8·8
	IV.	39	7·1
		85	
Belmont, Mixed	I.	11	12·0
	II.	17	9·7
	III.	18	6·8
	IV.	42	5·5
		88	
Whittonstall, Mixed	I.	18	11·9
	II.	22	11·0
	III.	23	7·4
		63	
Castle Eden, Mrs. Burdon's, Girls	I.	4	13·1
	II.	8	10·1
	III.	9	9·4
	IV.	9	6·6
		30	
Willington, Mixed	I.	9	11·5
	II.	8	8·8
	III.	11	7·9
	IV.	33	5·7
		61	
Bishopswearmouth, Boys	I.	24	10·3
	II.	27	9·7
	III.	32	8·9
	IV.	27	8·4
	V.	40	7·6
		150	
Bishopswearmouth, Upper, Boys	I.	19	11·3
	II.	12	10·0
	III.	20	8·1
	IV.	22	6·7
		73	
Bishopswearmouth, Girls	I.	14	12·1
	II.	19	10·0
	III.	10	7·0
		43	
Cambo, Mixed	I.	21	11·58
	II.	12	10·83
	III.	13	8·0
		46	
Morpeth, Boys	I.	14	11·77
	II.	13	10·25
	III.	17	8·9
	IV.	19	7·7
	V.	8	5·06
		71	
,, Girls	I.	19	12·5
	II.	11	10·3
	III.	17	7·1
	IV.	23	4·8
		70	
Deptford, Boys	I.	11	9·0
	II.	17	9·4
	III.	19	8·2
	IV.	17	6·8
	V.	29	5·1
		93	
,, Girls	I.	4	9·5
	II.	6	8·7
	III.	9	6·6
	IV.	12	7·6
	V.	16	5·7
	VI.	23	4·5
		65	
Darlington, Trinity, Boys	I.	16	12·0
	II.	22	9·4
	III.	22	8·7
	IV.	16	7·6
	V.	19	7·0
	VI.	16	6·2
		111	
,, Girls	I.	17	11·6
	II.	13	11·2
	III.	26	9·0
	IV.	16	8·1
	V.	10	7·1
		82	
Seaton Carew, Boys	I.	5	11·15
	II.	5	10·2
	III.	12	8·0
	IV.	13	5·4
		35	

School.	Class.	Number present.	Average Age.
Seaton Carew, Girls -	I.	7	10·4
	II.	7	8·5
	III.	6	6·3
	IV.	7	4·0
		27	
Bishop's Auckland, Girls -	I.	14	11·6
	II.	17	10·2
	III.	19	9·3
	IV.	20	7·2
	V.	20	7·0
		90	
Great Stainton, Mixed -	I.	5	10·8
	II.	5	8·2
	III.	10	6·3
		20	
Belford, Mixed -	I.	7	11·4
	II.	7	10·7
	III.	12	8·3
	IV.	6	7·6
	V.	24	6·1
		56	
Cambridge, St. Paul's, Boys -	I.	24	11·6
	II.	24	10·4
	III.	24	10·4
	IV.	24	9·5
	V.	24	9·2
	VI.	24	8·9
	VII.	24	7·5
	VIII.	24	7·8
	IX.	24	8·3
		216	
St. Ippolyt's, Mixed -	I.	16	11·37
	II.	16	8·63
	III.	17	7·33
	IV.	18	4·77
		67	
Weston, Mixed -	I.	30	10·84
	II.	18	8·31
	III.	25	7·42
	IV.	22	6·91
		95	
Hunsdon, Mixed -	I.	15	11·6
	II.	16	10·0
	III.	20	8·5
		51	
Houghton-le-Spring, Boys -	I.	11	11·1
	II.	17	9·1
	III.	14	8·0
	IV.	20	7·0
		62	
Houghton-le-Spring, Girls -	I.	15	11·0
	II.	12	10·0
	III.	10	8·0
	IV.	12	5·0
		49	
Eaglescliffe, Mixed -	I.	21	11·1
	II.	15	9·4
	III.	16	7·3
	IV.	14	5·7
		66	
Shincliffe, Mixed -	I.	15	9·8
	II.	13	8·2
	III.	6	6·5
		34	
Auckland, the Barrington, Boys -	I.	20	12·3
	II.	26	10·6
	III.	27	9·6
	IV.	19	9·1
	V.	22	8·6
	VI.	15	7·6
		129	
Byer's Green, Mixed -	I.	13	10·3
	II.	18	10·0
	III.	16	8·0
	IV.	15	7·3
	V.	16	5·4
		78	
Newbottle, Mixed -	I.	17	11·6
	II.	21	10·6
	III.	22	9·6
	IV.	16	7·5
	V.	19	6·6
		95	
Tow Law, Mixed -	I.	24	11·3
	II.	21	9·6
	III.	24	8·5
	IV.	20	8·0
	V.	22	7·3
	VI.	17	6·0
	VII.	14	5·0
	VIII.	11	4·9
		153	
Barnard Castle, Boys -	I.	25	12·76
	II.	20	11·36
	III.	24	11·07
	IV.	23	9·79
	V.	27	8·82
	VI.	21	8·08
	VII.	21	7·85
	VIII.	29	6·68
		190	

School.	Class.	Number present.	Average Age.
Barnard Castle, Girls	I.	18	11·1
	II.	16	10·3
	III.	19	10·0
	IV.	11	8·2
	V.	10	8·1
	VI.	25	6·8
		99	
Berwick-on-Tweed, Boys	I.	21	11·3
	II.	24	10·8
	III.	19	10·7
	IV.	23	9·0
	V.	24	8·0
	VI.	32	7·5
	VII.	23	6·8
		166	
Scremerston, Mixed	I.	18	10·9
	II.	22	10·8
	III.	25	9·5
	IV.	20	8·0
	V.	40	6·0
		134	
Spenny Moor, Mixed	I.	16	9·2
	II.	19	9·0
	III.	17	7·5
	IV.	8	6·0
		60	
Black Boy, Mixed	I.	21	10·84
	II.	20	9·08
	III.	21	8·85
	IV.	20	6·83
	V.	24	5·2
	VI.	16	4·44
		122	
Southwick, Boys	I.	26	9·4
	II.	25	7·8
	III.	17	6·9
	IV.	11	5·9
		79	
Lamesley, Mixed	I.	18	13·25
	II.	24	11·83
	III.	29	10·0
	IV.	26	8·92
	V.	44	7·0
		141	
Wolsingham, Boys	I.	9	11·4
	II.	14	8·5
	III.	8	7·7
	IV.	14	6·9
		45	
Wolsingham, Girls	I.	19	11·2
	II.	15	10·5
	III.	16	8·3
	IV.	11	6·0
	V.	21	4·05
		82	
Heddon-on-the-Wall, Mixed	I.	19	10·1
	II.	20	10·6
	III.	16	8·10
	IV.	14	7·4
	V.	18	7·0
		87	
Winlaton, Mixed	I.	24	11·1
	II.	29	8·7
	III.	21	8·5
	IV.	20	6·9
	V.	11	6·0
		105	
Collierley, Mixed	I.	19	11·7
	II.	18	9·0
	III.	17	8·6
	IV.	5	6·4
		59	
Staindrop, Mixed	I.	14	12·25
	II.	11	10·92
	III.	25	9·92
	IV.	13	6·07
		93	
Stainton, Mixed	I.	10	11·7
	II.	15	9·1
	III.	13	6·5
		38	
Whorlton, Mixed	I.	13	11·7
	II.	8	10·1
	III.	13	6·6
		34	
Stockton, Trinity, Boys	I.	9	10·6
	II.	8	9·5
	III.	5	7·8
	IV.	9	6·8
		31	
Girls	I.	19	10·7
	II.	23	9·5
	III.	18	8·5
	IV.	19	6·7
		79	

School.	Class.	Number present.	Average Age.
Seaham Harbour, Boys -	I.	26	11·3
	II.	22	10·0
	III.	25	8·2
	IV.	30	7·8
	V.	36	6·0
	VI.	25	5·0
		165	
Durham, St. Oswald's, Boys -	I.	23	12·0
	II.	16	10·0
	III.	21	8·5
	IV.	17	7·5
	V.	16	6·8
		93	
„ Girls -	I.	29	11·10
	II.	15	9·9
	III.	9	8·6
	IV.	7	6·11
	V.	10	6·11
		61	
Durham, Blue Coat, Boys -	I.	11	11·0
	II.	16	10·4
	III.	24	9·8
	IV.	17	9·0
	V.	19	8·1
	VI.	16	8·0
	VII.	19	8·2
		122	
„ Girls -	I.	9	12·1
	II.	8	11·3
	III.	20	10·3
	IV.	10	8·7
	V.	20	9·5
	VI.	6	8·6
		73	
Sunderland, the Gray, Boys -	I.	32	10·3
	II.	28	9·7
	III.	22	9·0
	IV.	23	8·5
	V.	25	Infants
	VI.	28	„
	VII.	21	„
		179	
Cheddington, Mixed -	I.	14	10·0
	II.	20	9·0
	III.	20	8·0
	IV.	33	5·0
		87	

School.	Class.	Number present.	Average Age.
Hitchin, St. Mary's, Boys -	I.	9	11·5
	II.	20	9·1
	III.	14	8·7
	IV.	26	8·1
	V.	23	7·0
		92	
„ Girls -	I.	13	11·7
	II.	20	10·8
	III.	22	9·0
	IV.	21	6·8
	V.	21	8·7
		97	
Ickleford, Mixed -	I.	9	11·13
	II.	18	9·94
	III.	8	8·13
	IV.	10	7·21
		45	
Taplow, Mixed -	I.	16	12·21
	II.	14	10·69
	III.	13	9·05
	IV.	12	8·34
		55	
Hockerill, Practising	I.	19	10·21
	II.	18	10·05
	III.	15	8·13
	IV.	15	6·26
		67	
Barnwell, Boys -	I.	21	11·90
	II.	23	10·56
	III.	20	9·45
	IV.	23	9·43
	V.	23	8·65
	VI.	28	8·85
	VII.	24	8·08
	VIII.	23	7·34
		185	
„ Girls -	I.	20	12·15
	II.	7	9·28
	III.	14	10·21
	IV.	14	8·07
	V.	18	7·89
	VI.	23	6·35
		106	

GROUP II.—*Schools under Teachers without Certificates of Merit.*

SCHOOL.	Class.	Number present.	Average Age.
Chester-le-Street, Boys	I.	20	10·4
	II.	22	9·2
	III.	27	6·6
		69	
" Girls	I.	23	12·2
	II.	17	9·0
	III.	11	7·7
	IV.	17	5·0
		68	
Hunwick, Mixed	I.	15	11·6
	II.	16	10·1
	III.	18	8·0
	IV.	27	6·7
		76	
Shoreswood, Mixed	I.	14	10·7
	II.	19	7·84
	III.	13	7·0
	IV.	18	5·0
	V.	6	4·57
	VI.	18	4·47
		88	
Southwick, Girls	I.	10	8·0
	II.	9	8·1
	III.	10	6·0
	IV.	9	4·0
		38	
Sherburn Hill, Mixed	I.	6	12·25
	II.	9	11·33
	III.	6	6·33
	IV.	4	5·75
	V.	6	5·33
	VI.	8	5·33
	VII.	12	6·50
	VIII.	16	3·75
		64	
Coundon, Boys	I.	7	10·7
	II.	7	9·4
	III.	7	8·7
	IV.	11	7·4
	V.	20	5·5
		52	
" Girls	I.	9	10·08
	II.	7	10·08
	III.	13	8·3
	IV.	18	6·9
	V.	17	5·8
		64	

SCHOOL.	Class.	Number present.	Average Age.
Eighton Banks, Mixed	I.	18	11·4
	II.	16	10·7
	III.	34	9·6
	IV.	20	7·5
	V.	13	6·0
		101	
Washington, Mixed	I.	13	9·5
	II.	30	7·3
	III.	15	4·4
		58	
Newfield, Mixed	I.	17	10·0
	II.	12	8·1
	III.	24	7·0
	IV.	16	5·0
		69	
Little Gransden, Mixed	I.	13	10·46
	II.	14	7·0
	III.	6	5·6
	IV.	7	4·0
		40	
Offord Cluney, Mixed	I.	8	10·12
	II.	6	7·83
	III.	8	5·25
	IV.	14	3·30
		36	
Welwyn, Boys	I.	6	11·92
	II.	9	10·33
	III.	13	9·5
	IV.	10	8·57
	V.	11	7·14
		54	
Wood Ditton, Mixed	I.	10	10·16
	II.	14	8·66
	III.	11	7·66
	IV.	21	6·5
	V.	19	4·83
		75	
Swaffham Prior, Mixed	I.	12	9·84
	II.	13	9·05
	III.	13	7·66
	IV.	17	7·35
	V.	23	5·23
		78	

School.	Class.	Number present.	Average Age.	School.	Class.	Number present.	Average Age.
Stevenage, Mixed -	I.	14	9·0	Seaham Harbour Girls -	I.	28	11·2
	II.	16	8·12		II.	34	10·0
	III.	12	7·10		III.	34	8·4
	IV.	10	6·1		IV.	36	7·0
		52			V.	35	6·1
					VI.	30	4·5
						197	
Great Wymondley, Mixed -	I.	12	12·1	South Shields, St. Hilda's, Girls -	I.	21	10·0
	II.	10	8·4		II.	18	10·0
	III.	10	6·3		III.	24	9·0
		32			IV.	29	7·0
					V.	28	7·0
					VI.	41	5·0
						161	
Berkhamstead, Great, Boys -	I.	26	10·25				
	II.	19	9·74				
	III.	22	7·5	Norham, Boys	I.	10	13·0
	IV.	21	6·25		II.	22	9·9
		88			III.	9	8·2
					IV.	9	6·8
					V.	10	5·5
						60	
Great Kimble, Boys -	I.	12	9·0				
	II.	13	8·5	,, Girls -	I.	17	12·5
	III.	14	7·9		II.	13	10·58
	IV.	12	5·6		III.	20	7·58
		51			IV.	17	5·09
					V.	—	—
						67	

These returns do not refer to what are called strictly "infants' schools;" yet it is clear that a very large proportion of the children to whom the averages apply are too young to be called anything but "infants." Parents treat elementary schools as public nurseries. It is more profitable to pay a school fee than to lose the time required for the care of a child at home.

The average age of the first classes in Group I. varies from nine to thirteen, and the general average of the whole is about eleven years. There is nothing very satisfactory in this, for it represents the maximum to which age can be forced up on a few special occasions. The majority of these returns have been taken with reference to the numbers present on the day of inspection, named in the tabulated reports. It is too customary to secure as large an attendance as possible when any official inspection of a school takes place. In this way children, who practically have ceased to be scholars, reappear for the day, and increase the number present, at the expense of the discipline and standard of instruction maintained in the schools. Every schoolmaster, who is working in earnest, feels that it would be far more satisfactory if schools were seen in their ordinary

circumstances. To show how this practice has affected the the returns in question, I may mention here that in one example the ages of the children in the first-class varied between nine years and fifteen years and nine months.

There are several schools, as St. Andrew's, Newcastle, or Berwick boys' school, for instance, where payments of money or clothes are made to a certain number of boys and girls, on condition that they remain to a certain age. At St. Andrew's, the average of the first-class of boys and girls was raised, entirely in this way, to 12·1 and 12·6. These are cases where children or children's parents may be said to be bribed to submit to education. Again, most of the schools, which appear in Group I. are, to some extent, middle schools. Just as mechanics' institutes have passed from the mechanics' class, and become reading-rooms for a section of the middle class, so have elementary schools, destined for the children of working-men alone, superseded, in some cases, the small boarding schools, "commercial academies," or "select seminaries," where, for a shilling a week, little boys are admitted to a "course of instruction as practised in the two universities."*

When all these circumstances are taken into account, I do not think it would be possible to raise the average age of the children of *artizans* beyond ten years. If, indeed, we extract from the returns printed in this report the averages of age in schools in the heart of the manufacturing localities, this opinion will gather some further confirmation. At Newcastle, Sunderland, Stockton, Monkwearmouth, and Bishopwearmouth, the average age in Class I. is ten; while at South Shields, St. Hilda's school, Southwick, Deptford, and Spenny Moor, it is only nine. So that, in fact, the average age in a district where a workman's wages, in some branches of trade, amount to 1*l.* per diem, is not at all higher than that which is met with in agricultural parishes where a man's wages, for a week, will hardly pay for flour, at present prices, sufficient to maintain a small family. If the working-classes are, as they are said to be, so earnestly bent on securing for their children the education of which they feel the want, what explanation can be given of these contradictory facts?

A great deal of stress has been laid on a petition presented to Parliament in 1854 from the pitmen in Durham and Northumberland, in which they complain of the age at which children go down the pit, on the ground that it "*prevents such boys getting any further education.*"

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* This is an extract from a printed circular put forth by the master of a venture school in a remote village in Northumberland.

"Your petitioners would respectfully bring before your Honourable House the great want of education among the miners' children, and the serious evils consequent thereon; and, although your petitioners feel grateful for the Acts preventing young boys from going down the pits before ten years of age, yet it is humbly submitted that twelve hours down the pit each day, which necessitates fourteen or fifteen from home, entirely prevents such boys getting any further education; besides the prostration of their physical powers by such long hours of labour nullifies whatever education they may have previously got. Hence your petitioners would pray your Honourable House to pass a law, that from ten years of age until fourteen, no boy shall work down the pit longer than six hours per day, that he or they may thereby be enabled to go to school the other parts of the day, and thus extend and perfect the education previously got. Your petitioners would further implore your Honourable House that it should be compulsory on the owners of mines to build schools on their several collieries, and beg to state that your petitioners will contribute from their earnings 2*d.* each, weekly, in support of such schools, *provided they have the appointment of the schoolmasters, the control over the funds thus subscribed, and to see them properly and well applied, so as to procure for their children a good and moral education.*"

When I first read this document, I hoped that it might be taken as evidence that a very extensive body of workmen had determined to free their children from the miseries and perils of ignorance. I must admit that my expectations have been disappointed. There are places in the northern district where every provision that a pitman could require for the education of his children has been provided for him. South Church and Black Boy schools are strictly for colliery children. I should say that these schools received a greater share of attention from the clerical managers than is usual. The registers of age, attendance, and progress, which have been drawn up and kept by the Rev. W. H. G. Stephens, are the most complete I have ever seen. They do not furnish, however, the very least evidence that the pitmen thereabouts have one particle of determination "*to procure for their children a good and moral education.*" These schools would supply exactly what the petitioners profess to require, but when this "good and moral education" is brought to their very doors, they make not the slightest effort to secure it.

The highest average age in these places was 10·9 and 10·8; but the classes which furnished these numbers were almost entirely made up of girls, and the highest average for boys must be looked for in Class II., where it falls to 9·6 and 9·0, which was the average age in Class I. at Shincliffe, another pit school. In all the schools connected with pits, with which I am acquainted, no matter what the efficiency of the school is, the average age of the first-class is raised by girls or by boys who are not pitmen's children at all, the sons, namely, of the enginemen, carpenters, and small shopkeepers who belong to every pit village.

It might have been expected that teachers specially trained for their work would have had some effect upon a population

represented as crying out for instruction. It does not appear to me that they have had the least success in checking the early employment of children. Whatever amount of efficiency they may have, the parents do not seem to recognize it. The moment a child's labour becomes marketable, that child's school-days are at an end. What might have been done, before that tender age when a child is given over to the iron routine of labour, is too often left undone.

When I was last at South Church, one of the oldest boys in the room was Thomas Gibson. He was then twelve years of age, and, according to the usual custom in that neighbourhood, would very soon be removed from all parental control. His wages would render him perfectly independent. His school history, up to that time, had consisted in wandering, during seven years, from one school to another, trying each for a short time, and loitering at home for a longer or shorter period between each trial, as follows:—

1848, *October*.—An adventure school at Croft for four months; at home for one month.
1849, *March*.—An adventure school at Bishop's Auckland for two years; at home for nine months.
1852, *January*.—A second adventure school at Bishop's Auckland for two months; at home for thirteen months.
1853, *April*.—The Barrington School, Bishop's Auckland, for four and a half days; at home for six weeks.
1853, *June*.—A third adventure school at Bishop's Auckland for six months.
1854, *January*.—A fourth adventure school at Bishop's Auckland for three months; at home for about nine months.
1855, *January*.—South Church National School.

This boy had, with parental sanction, utterly wasted seven years. He had learned nothing of the past or of the future, and was going to his lot in the pits, utterly ignorant of the simplest things a child might be expected to answer. I counted seventy-four blunders in an attempt to write down from dictation a passage containing 120 monosyllables. This is only one case out of numbers which show how little the working classes appreciate schools when they are built and maintained for them. In agricultural parishes it is unusual to find that class-registers of the children's attendance are kept by the schoolmasters. These school records are given up because the attendance is so fitful and irregular that it is not thought worth while to note it. The whole pith of the pitmen's outcry for education seems to me to lie in the concluding sentence:—

"Your petitioners would further implore your Honourable House that it should be compulsory on the owners of mines to build schools on their several collieries, and beg to state that your petitioners will contribute from their earnings 2*d*. each, weekly, in support of such schools, *provided they have the appointment of the schoolmasters, the control over the funds thus subscribed, and to see them properly and well applied, so as to procure for their children a good and moral education.*"

The passage printed in italics is really an expression of that jealousy of all classes but their own, which is so characteristic of working men. At the very time that this petition was in circulation, and the men whose signatures are attached to it were represented deploring the employment of children, I was told by the owner of very extensive collieries that his men were threatening to strike, unless employment were found for their boys! It was suggested to me by one well acquainted with the coal district, that one main object of the petitioners was to remove the superintendence of their children's education from the hands of the clergy or their employers.

The schools which pitmen's children now frequent are, in the main, schools of the very kind they would compel the coal-owners to supply. But these schools are of the least possible value. At a meeting held in Newcastle-on-Tyne to arrange definitely the details of the Prize-Scheme for the Northern district, which I have mentioned in a previous report, Mr. Nicholas Wood made a statement, which I very gladly transfer to these pages:—

"From a pretty extensive experience in coal mines, he could testify to the great necessity that existed for some such scheme as this. Probably many of the coal-owners themselves would be surprised at what he could tell them of the ignorance prevailing in these districts. He would mention one fact illustrative of this: At the annual bindings there is scarcely a single man or boy who signs his own name to the bond; and yet these men and boys have gone through the schools, and we suppose that they have learnt to read and write; but they have left school at so early an age that they lose what little they have learnt, and you find them incapable of writing their own names."

If we had the means of applying a like test in other trades I am firmly persuaded we should have exactly the same testimony produced. Nor do I believe that there is at present any prospect of this ignorance decreasing.

I have no hesitation in saying that in the counties which I have visited in the year to which this report refers, I have not met many instances of that laudable anxiety for education which is at times so flatteringly ascribed to our working classes. I have found the parochial clergy in many places tending to relax their efforts to make schools effective, on account of their inability to overcome the indifference of the labouring people. I could also point out examples of schools built in anticipation of a large attendance of children which are almost deserted. There are cases where parents have refused to allow girls of tolerable age to attend school, except each girl was permitted to bring a baby, and where a clamorous outcry was raised because the clergyman of the parish hesitated to keep open a school for such abuses. It would seem as if we were tending to a time when the incumbent of an agricultural parish is expected to saddle himself with the charges of a paro-

chial nursery, in order to relieve his parishioners from the duties of maternity! Yet while such facts as I have been referring to are met with more generally every year, there are numerous opponents of your Lordships' grants, who affect great dissatisfaction with the "high standard maintained in Government schools." What standard of instruction may be found in the districts assigned to my colleagues I have no means of learning. With regard to the schools which I have had to visit, I can say honestly that the great effort of the schoolmasters is to make the boys and girls able to read and write their own language fluently and correctly, to give them a fair knowledge of the general principles of arithmetic, and a good acquaintance with the Scriptures. In the majority of cases I do not believe that these objects are completely gained. I very much doubt whether the boys and girls who now leave our parish schools to go to labour have really mastered the difficulties of elementary education. If they had done so, the general standard of the schools in the receipt of your Lordships' annual grants would be higher than it is.

The Tables which follow contain extracts from some of the memoranda I have made in attempting to determine the standard of instruction in the Northern district. There are of course immense differences in the character of schools, even of the class referred to in these extracts. First-rate teachers are very rare to begin with. Some school-managers take far more interest in educational questions than others. Some localities have school difficulties from which others are free. On the whole, these memoranda show the highest standard which can be touched in schools which meet with an amount of attention which is above that usually given to this branch of our parochial machinery. Inasmuch as your Lordships' grants are intended to meet local efforts, it naturally follows that wherever teachers with certificates are employed, there are local interests of some sort enlisted in the favour of the school. Yet all these favourable circumstances are insufficient to secure any amount of education which can be called excessive. But it shows a complete misapprehension of the real ends of education to argue, as these alarmists, from the precise amount of instruction which the parish school may try to give to its scholars. The great end of education is to give a child a certain amount of mental training, which will fit him for dealing intelligently with the various trials of life. No one can say that the working class is free from these trials, and no one can say that we are fitting them for the struggle if the great proportion of their children are removed from all mental training at ten years of age.

Lamesley, Mixed School.

Dictation.

Class I. and II.—32 present.			Class III.—29 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	18	4th Book, Irish, page 120, 10 lines.	0	1	3rd Book, Irish, page 183, 7 lines.
1	6		1	1	
2	2		2	2	
3	4		3	3	
4	1		4	1	
5	1		5	3	
			6	2	
			7	3	
			8	2	
			9	1	
			10	4	
			11	2	
			12	1	
			Fail	3	

Arithmetic.

	Class I.		Class II.	Class III.	Class IV.
	Group 1. 4 present.	Group 2. 5 present.	19 present.	23 present.	27 present.
	Rule. Mensuration.	*Rules.* Decimals, Addition, &c.	*Rule.* Proportion.	*Rules.* Compound Rules.	*Rules.* Simple Rules.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example -	1	5	17	19	17
2nd Ditto -	3	5	18	21	12
3rd Ditto -	2	5	16	16	10
4th Ditto -	4	5	17	18	20

Newbottle, Mixed School.

Dictation.

Class I.—18 present.			Class II.—21 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	12	4th Book, Irish, page 203.	0	9	3rd Book, Irish, page 94.
1	5		1	2	
2	1		2	4	
			3	3	
			5	1	
			Fail	2	

NEWBOTTLE, Mixed School—*continued.*

	ARITHMETIC.				
	CLASS I.			CLASS II.	
	Group 1.	Group 2.	Group 3.	Group 1.	Group 2.
——	2 present.	4 present.	6 present.	15 present.	12 present.
	Rule. Decimal Fractions.	*Rule.* Practice.	*Rules.* Compound Rules.	*Rule.* Simple Division.	*Rule.* Simple Multiplication.
	Correctly answered.	Correctly answered	Correctly answered.	Correctly answered.	Correctly answered.
1st Example - -	2	4	4	9	7
2nd Ditto - -	2	4	4	5	—

MONKWEARMOUTH, BOYS' SCHOOL.

DICTATION.

CLASS I.—23 present.			CLASS II.—24 present.			CLASS III.—23 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.	Errors.	Children.	Book.
1	4	History of England, Society for Promoting Christian Knowledge, page 3.	1	3	4th Book, Irish, page 65.	0	1	1st Sequel, 2nd Book, Irish, page 19.
2	7		3	2		2	2	
3	5		4	1		3	2	
5	3		5	2		4	2	
6	1		6	2		6	2	
7	1		7	1		7	2	
8	1		8	4		8	1	
16	1		10	3		11	1	
			11	3		12	2	
			12	1		Fail	8	
			13	1				
			15	1				

	ARITHMETIC.		
	CLASS I.	CLASS II.	CLASS III.
——	25 present.	27 present.	23 present.
	Rule. Practice.	*Rule.* Compound Addition.	*Rule.* Simple Multiplication.
	Correctly answered.	Correctly answered.	Correctly answered.
1st Example - - - - -	15	19	17
2nd Ditto - - - - -	14	--	19
3rd Ditto - - - - -	17	—	—

Acklington, Mixed School.

Arithmetic.

	Class I.		Class II.	
	Group 2.	Group 2.	Group 1.	Group 2.
	5 present.	6 present.	5 present.	8 present.
	Rule. Practice.	*Rule.* Compound Addition.	*Rule.* Compound Addition.	*Rule.* Compound Subtraction.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example - -	5	4	2	6
2nd Ditto - -	5	3	2	5
3rd Ditto - -	5	0	0	5

Dictation.

Class I.—11 present.

Errors.	Children.	Book.
0	5	4th Book, Irish, page 71.
1	2	
5	1	
9	2	
11	1	

The Barrington School, Bishop's Auckland.

Class I.—17 Boys.

Dictation.

Errors.	Children.	Book.
0	14	3rd Book, Irish, 23 lines, page 188.
1	2	
2	1	

Arithmetic.

	Class I.	Class II.	Class III.
	17 present.	26 present.	27 present.
	Rules. Compound Rules.	*Rules.* Compound Rules.	*Rule.* Simple Addition.
	Correctly worked.	Correctly worked.	Correctly worked.
1st Example	10	14	15
2nd Ditto -	14	14	20
3rd Ditto -	—	21	27

Barrington School—*continued.*

Dictation.

Class II.—18 Boys.			Class III.—24 Boys.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	13	3rd Book, Irish, 16 lines, page 3.	0	4	1st Sequel, 2nd Book, Irish, 20 lines, page 91.
1	1		1	2	
2	1		2	5	
3	1		3	6	
5	1		4	1	
6	1		5	2	
			6	1	
			7	2	
			8	1	

South Church, Mixed School.

Dictation.

Class I.—12 present.			Class II.—15 present.			Class III.—19 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.	Errors.	Children.	Book.
0	2	3rd Book, Irish, 18 lines, page 133.	0	1	1st Sequel to 2nd Book, Irish, p. 12, 10 lines.	0	2	2nd Book, Irish, 8 lines, page 12.
1	4		1	3		1	4	
2	1		2	2		2	4	
3	2		3	2		3	2	
5	2		4	2		4	1	
6	1		6	2		5	2	
			7	1		7	2	
			9	2		9	1	
						11	1	

Arithmetic.

—	Class I.		Class II.		Class III.	
	Group I. 7 present.	Group II. 6 present.	Group I. 11 present.	Group II. 6 present.	Group I. 6 present.	Group II. 13 present.
	Rule. Proportion.	*Rule.* Reduction.	*Rule.* Compound Multiplication.	*Rule.* Simple Multiplication.	*Rule.* Compound Multiplication.	*Rule.* Simple Multiplication.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example -	7	6	5	1	2	11
2nd Ditto -	6	2	4	1	4	5

Blackboy, Mixed School.

Dictation.

Class I.—13 present.			Class II.—15 present.			Class III.—25 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.	Errors.	Children.	Book.
0	1	4th Reading Book, Irish, page 71.	0	1	3rd Reading Book, Irish, page 232.	0	3	1st Sequel to 2nd Book, Irish, page 83.
1	3		1	1		1	4	
2	3		2	2		2	4	
4	2		3	4		4	5	
5	2		5	1		5	1	
6	1		6	1		6	2	
7	1		7	1		7	1	
			9	1		9	2	
			12	1		12	2	
			13	1		17	1	
			14	1				

Arithmetic.

	Class I.			Class II.			Class III.
	Group 1. 2 present.	Group 2. 5 present.	Group 3. 6 present.	Group 1. 4 present.	Group 2. 6 present.	Group 3. 9 present.	21 present
	Rules. Higher Rules.	*Rule.* Reduction.	*Rule.* Proportion.	*Rule.* Compound Multiplication.	*Rule.* Compound Addition.	*Rule.* Simple Multiplication.	*Rule.* Simple Subtraction.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example	–	4	4	3	2	6	18
2nd Ditto	–	4	5	4	4	7	12

Durham, the Blue-coat School, Boys.

Dictation.

Class I.—11 present.			Class II.—16 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	3	M'Culloch's Course of Reading, page 92.	0	7	4th Book, Irish, page 112.
1	7		1	3	
3	1		2	4	
			3	2	

DURHAM, the Blue-coat School, Boys—*continued.*

DICTATION—*continued.*

CLASS III.—26 present.			CLASS IV.—16 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	5	3rd Book, Irish, page 41.	1	5	2nd Sequel to 2nd Book, Irish, page 101.
1	6		2	6	
2	5		4	2	
3	8		5	2	
4	1		6	1	
5	1				

ARITHMETIC.

—	CLASS II. — 16 present.	CLASS III. Group 1. — 5 present.	CLASS III. Group 2. — 10 present.	CLASS IV. — 17 present.	CLASS V. — 19 present.
	Rule. Simple Interest.	*Rule.* Simple Subtraction.	*Rules.* Compound Addition and Multiplication.	*Rules.* Compound Addition and Multiplication.	*Rules.* Simple Addition and Subtraction.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example - -	12	4	13	9	12
2nd Ditto - -	8	4	14	9	15

DURHAM, THE BLUE-COAT SCHOOL, GIRLS.

DICTATION.

CLASS I. and II.—17 present.			CLASS III.—15 present.			CLASS IV.—10 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.	Errors.	Children.	Book.
1	2	The Inch Cape Bell, Southey.	0	3	2nd Book, Irish, page 23.	0	3	2nd Book, Irish, page 7
2	1		1	1		2	2	
3	2		2	2				
4	2		3	1		3	2	
5	2		4	1		4	1	
6	2		5	1				
7	1		6	3		5	1	
9	1		8	2		Fail	1	
11	1		9	1				
13	1							
Fail	2							

DURHAM, the Blue-coat School, Girls—*continued.*

	ARITHMETIC.			
	CLASS I. 2 present.	CLASS II. 3 present.	CLASS III. 12 present.	CLASS IV. 20 present.
	Rule. Proportion.	*Rule.* Simple Proportion.	*Rule.* Reduction.	*Rule.* Simple Multiplication.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example - -	2	1	9	9
2nd Ditto - - -	2	1	3	13

SOUTH SHIELDS, THE TRINITY SCHOOLS, BOYS.

DICTATION.

CLASS I.—16 present.			CLASS II.—14 present.		
Errors.	Children.	Book.	Errors.	Children.	—
0	6	Supplement to 4th Book, Irish, page 109.	0	2	
1	3		1	2	
2	3		3	2	
3	2		4	1	
3	2		5	2	
			7	1	
			8	1	
			11	1	
			21	1	

	ARITHMETIC.		
	CLASS I. 7 present.	CLASS II. 11 present.	CLASS III. 16 present.
	Rule. Practice.	*Rule.* Compound Multiplication.	*Rule.* Simple Multiplication.
	Correctly worked.	Correctly worked.	Correctly worked.
1st Example - - -	3	2	5
2nd Ditto - - -	-	4	4

South Shields, the Trinity School, Girls.

Dictation.

Class I. —6 present.			Class II.—6 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.
6	1	Supplement to 4th Book, Irish, page 152.	4	2	3rd Book, Society for Promoting Christian Knowledge, page 43.
11	2		6	1	
17	1		8	1	
19	1		12	1	
20	1		Fail	1	

South Shields, St. Hilda's School, Boys.

Dictation.

Class I.—26 present.			Class II.—39 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	4	3rd Book, Irish, page 67.	0	3	1st Sequel to 2nd Book, Irish, page 98.
1	1		1	2	
2	3		2	3	
4	4		3	11	
5	1		4	6	
6	3		5	4	
9	2		6	4	
10	1		7	1	
13	1		Fail	5	
14	2				
15	2				
Fail	2				

Arithmetic.

	Class I. 26 present.	Class II. 29 present.	Class III. 28 present.
	Rule. Compound Addition.	*Rule.* Simple Addition.	*Rule.* Very simple Multiplication.
	Correctly worked.	Correctly worked.	Correctly worked.
1st Example - - -	8	12	6
2nd Ditto - - -	12	24	–
3rd Ditto - - -	23	–	–

South Shields, St. Stephen's School, Boys.

Dictation.

Class I.—9 present.			Class II.—15 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	4	3rd Book, Irish, page 129.	0	4	3rd Book, Irish, page 129.
1	2		1	2	
2	[illegible]		2	3	
3			3	5	
			5	1	

Arithmetic.

—	Class I.		Class II.	Class III.
	Group 1. — 5 present.	Group 2. — 4 present.	[illegible]present.	18 present.
	Rule. Proportion.	*Rule.* Simple Division.	*Rule.* Simple Multiplication.	*Rule.* Simple Subtraction.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example - - - -	2	1	7	13
2nd Ditto - - - -	—	—	9	13

Stockton, Trinity Schools, Girls.

Class I.—19 present.

Dictation.		Arithmetic.			
Errors.	Children.	—	Group 1. — 4 present.	Group 2. — 8 present.	Group 3. — 7 present.
0	7		*Rule.* Proportion.	*Rule.* Compound Multiplication.	*Rule.* Compound Rules.
1	2				
3	3				
4	2		Correctly worked.	Correctly worked.	Correctly worked.
5	2				
6	3	1st Example - -	4	4	6
		2nd Ditto - -	—	—	6

STOCKTON, Trinity Schools, Girls—*continued.*

CLASS II.—23 present.

DICTATION.				ARITHMETIC.
Errors.	Children.	Book.	——	CLASS II. — 23 present.
0	4	M'Culloch's 3rd Book, page 51.		*Rule.* Compound Subtraction.
1	6			
2	6			Correctly worked.
3	6		1st Example - -	8
4	1			

STOCKTON, ST. THOMAS' SCHOOL, GIRLS.

CLASS I.—9 present.					CLASS II.—13 present.
DICTATION.				ARITHMETIC.	ARITHMETIC.
Errors.	Children.	Book.	——	*Rule.* Compound Subtraction.	*Rule.* Simple Subtraction.
3	1	Daily Lesson Book, No. 11, page 70.		Correctly worked.	Correctly answered.
5	1				
6	1				
9	1		1st Example	5	5
10	1				
11	1				
12	3				

HOCKERILL PRACTISING SCHOOL.

CLASS I.—19 present.

DICTATION.			ARITHMETIC.
Errors.	Children.	Book.	One girl in this class can work sums in the compound rules. The rest of the children can only attempt the simple rules.
0	1	1st Sequel to 2nd Book of Society for Promoting Christian Knowledge, 7 lines, page 58.	
7	1		
8	1		
The rest of the slates were either imperfect, or total failures.			

Ickleford, Mixed School.

Class I.—9 present.

Dictation.

Class I. Errors.	Class I. Children.	Class II. Errors.	Class II. Children.	Books,
0	5	0	1	4th Book, Irish, p. 23, 8 lines.
		2	2	
1	3	4	3	
		5	3	
2	1	6	1	
		8	1	2nd Book, Irish, p. 68, 8 lines.
		9	1	
		11	1	
		12	2	

Class II.—18 present.

Arithmetic.

	Group 1. 2 present.	Group 2. 5 present.
—	*Rule.* Vulgar Fractions.	*Rule.* Common Multiplication.
	Correctly worked.	Correctly worked.
1st Example	2	3.

Class II.—15 present.
9 correct.

Hitchin, St. Mary's.

Dictation.

Boys.

Class I.—9 present.

Errors.	Children.	Book.
0	3	The Dictation Lesson was the same which had been read, the spelling was then looked over by the boys.
3	2	
6	1	
9	1	
11	1	
12	1	

Girls.

Class I.—13 present.

Errors.	Children.	Book.
0	1	Gleig's History of England, page 11, 9½ lines.
1	2	
3	2	
5	1	
6	1	
6	1	
12	1	
13	1	
15	1	
16	1	
19	1	

Class II.—20 present.

Errors.	Children.	Book.
0	2	3rd Book, Irish page 138, 6 lines.
3	3	
4	5	
5	1	
6	2	
7	1	
8	1	
9	2	
10	1	
16	1	
Imp.	1	

Cheddington Mixed School.

Dictation.

Class I.—11 present.

Errors.	Children.	Book.
0	2	Kings of England, chap. 11, 7 lines,
3	2	
4	1	
6	1	
7	2	
8	1	
11	1	
16	1	

Class II.—21 present.

Errors.	Children.	Book.
3	1	2nd Book, Irish, page 33, 6½ lines.
4	2	
5	1	
6	1	

SCREMERSTON, MIXED SCHOOL.

DICTATION.						ARITHMETIC.		
CLASS I.			CLASS II.				CLASS I.	CLASS II.
Errors.	Children.	Book.	Errors.	Children.	Book.		19 present.	22 present.
0	2	Lessons on Money Matters, page 44.	0	1	Lessons on Money Matters, page 44.	—	*Rule.* Compound Addition.	*Rule.* Compound Subtraction.
1	7		1	3				
2	3		2	6				
3	2		3	3			Correctly worked.	Correctly worked.
4	3		4	6				
5	1		8	1		1st Example	19	17
			10	1		2nd Ditto -	16	—
			18	1		3rd Ditto -	19	—

DARLINGTON, BOYS.

DICTATION.						ARITHMETIC.			
CLASS I.—16 present.			CLASS II.—24 present.			CLASS I.—26 present.			CLASS II.
Errors.	Children.	Book.	Errors.	Children.	Book.		Group 1. 12 present.	Group 2. 14 present.	22 present.
0	3	4th Book, Irish, page 142.	0	4	3d Book, Irish, page 40, 6 lines.	—	*Rule.* Proportion.	*Rule.* Compound Multiplication.	*Rule.* Compound Addition.
1	4		1	1					
2	1		2	6					
3	3		3	7					
4	1		4	2			Correctly worked.	Correctly worked.	Correctly worked.
5	2		5	1					
9	2		6	1					
			7	1		1st Example	10	2	18
			8	1		2nd Ditto -	7	0	19

DARLINGTON, GIRLS.

DICTATION.						ARITHMETIC.			
CLASS I.—14 present.			CLASS II.—8 present.			CLASS I.—14 present.			
Errors.	Children.	Book.	Errors.	Children.	Book.		Group 1. 4 present.	Group 2. 8 present.	Group 3. 2 present.
0	3	Sequel to 2nd Book, Irish, p. 5, 7 lines.	4	1	2nd Book, Irish, p. 67, 10 lines.	—	*Rule.* Proportion.	*Rule.* Compound Addition.	*Rule.* Simple Division.
1	1		5	1					
2	2		10	1					
3	1		12	1					
4	3		16	1			Correctly worked.	Correctly worked.	Correctly worked.
5	2		18	2					
6	1		21	1					
7	1					1st Example	1	1	0

Morpeth, Boys.

Dictation.						Arithmetic.			
Class I.—14 present.			Class II.—13 present.				Class. I.—14 present.		Class II.
Errors.	Children.	Book.	Errors.	Children.	Book.		Group 1. — 4 present.	Group 2. — 10 present.	— 13 present.
0	6	4th Book, Irish, p. 39, 10 lines.	0	1	M'Culloch's Course, p. 7, 5 lines.	—	*Rule.* Mensuration.	*Rule.* Simple Proportion.	*Rule.* Reduction.
1	2		1	4					
2	1		2	2					
3	4		3	1			Correctly worked.	Correctly worked.	Correctly worked.
6	1		4	1					
			7	2					
			9	1		1st Example	1	1	7
			Failed	1		2nd Ditto	0	0	8

Morpeth, Girls.

Dictation.						Arithmetic.			
Class I.—In 2 Groups.						Class I.		Class II.	
Errors.	Children.	Book.	Errors.	Children.	Book.		12 present.	Group 1. — 9 present.	Group 2. — 9 present.
0	4	Reading Book for Female Schools. 15 lines, page 123.	0	2	2nd Book, Society for Promoting Christian Knowledge. 20 lines, page 163.	—	*Rule.* Simple Subtraction.	*Rule.* Simple Subtraction.	*Rule.* Simple Addition.
1	2		1	1					
4	1		9	1			Correctly worked.	Correctly worked.	Correctly worked.
5	1		12	1		1st Example	12	8	8

Weston, Mixed School.

Class I.—30 present.						Class II. 18 present.		
Dictation.			Arithmetic.			Dictation.		
Errors.	Children.	Book.		Group 1. — 17 present.	Group 2. — 5 present.	Group 3. — 4 present.	Errors.	Children.	Book.
0	1	*Viva voce* from the master.	—	*Rule.* Simple Multiplication.	*Rule.* Compound Multiplication.	*Rule.* Compound Reduction.	1	2	2nd Book of National Society, page 4, 7 lines.
1	3						2	2	
3	4						4	1	
4	2			Correctly worked.	Correctly worked.	Correctly worked.	5	2	
5	1						6	2	
6	1						8	1	
7	2						10	3	
9	1		1st Example	10	5	4	11	1	
10	4						12	1	
11	2						14	3	
13	2								
15	1								
Fail	5								

Hunsdon, Mixed School.

Division I.—15 present.

Dictation.			Arithmetic.	
Errors.	Children.	Book.		15 present.
0	2	2nd Book of Society for Promoting Christian Knowledge, page 43, 5 lines.	—	*Rule.* Compound Addition (easy).
5	1			Correctly worked.
6	2			
8	1		1st Example -	7
Fail	1			
	8			

Deptford, Boys' School.

Class I.—11 present.

Dictation.			Arithmetic.			
Errors.	Children.	Book.		Group 1.	Group 2.	Group 3.
				3 present.	4 present.	2 present.
0	2	4th Book, Irish, 12 lines, page 217.	—	*Rule.* Vulgar Fractions.	*Rule.* Compound Multiplication.	*Rule.* Simple Multiplication.
1	1			Correctly worked.	Correctly worked.	Correctly worked.
2	1					
3	2					
4	3					
7	1					
Fail	1		1st Example	1	3	1
The same exercise had been given 3 times previously.						

Class II.—17 present.

Dictation.			Arithmetic.	
Errors.	Children.	Book.		17 present.
1	4	2nd Book, Irish, 9 lines, page 58.	—	*Rule.* Simple Multiplication.
3	1			
4	2			Correctly worked.
5	2			
7	1			
8	1		1st Example -	12
9	1		2nd Ditto -	8
10	2		3rd Ditto -	4
12	1			
Fail	3			

Schools under Teachers who have not Certificates.

Wood Ditton, Mixed School.

Dictation.			Arithmetic.		
Class I.—10 present.			Class I.—10 present.		
Errors.	Children.	Book.		Group 1. 5 present.	Group 2. 5 present.
1	2	4th Book, Irish, page 61, 9 lines.	——	*Rule.* Compound Multiplication.	*Rule.* Simple Multiplication.
2	3			Correctly answered.	Correctly answered.
3	1				
4	1				
6	1				
7	1				
8	1		1st Example -	5	2

Little Gransden, Mixed School.

Dictation.			Arithmetic.		
Class I.—13 present.			Class I.—13 present.		
Errors.	Children.	Book.		Group 1. 2 present.	Group 2. 11 present.
0	1	2nd Book of Society for Promoting Christian Knowledge, p. 65, 4 lines. The Reading Lesson.	——	*Rule.* Compound Multiplication.	*Rule.* Simple Addition.
1	2			Correctly answered.	Correctly answered.
2	4				
3	1				
5	1				
6	1				
Fail	1		1st Example -	0	6

Offord Cluney, Mixed School.

Dictation.			Arithmetic.			
Class I.			Class I.			
Errors.	Children.	Book.		Group 1. 2 present.	Group 2. 1 present.	Group 3. 7 present.
2	1	6½ lines. 3rd Book for Sunday Schools.	——	*Rule.* Compound Multiplication.	*Rule.* Simple Multiplication.	*Rule.* Simple Addition.
3	1			Correctly answered.	Correctly answered.	Correctly answered.
8	1					
Fail	1		1st Example	0	0	1

Seaton Carew.

Boys.

Dictation.				Arithmetic.			
Class I. and II.—8 present.				Class I.			Class II.
Errors.	Children.	Book.	—	Group 1. 3 present.	Group 2. 3 present.	Group 3. 2 present.	12 present.
0	3	4th Book, Irish, page 216, 12 lines.		*Rule.* Vulgar Fractions.	*Rule.* Compound Addition.	*Rule.* Practice.	*Rule.* Simple Addition.
1	1			Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
2	1						
3	1						
5	1		1st Example	3	0	2	5
13	1		2nd Ditto -	3	0	1	—

Girls.

Dictation.						Arithmetic.		
Class I.			Class II.			Class I.		Class II.
Errors.	Children.	Book.	Errors.	Children.	Book.		—	5 present.
0	2	Davy's History of England, page 133, 11½ lines.	1	5	Barter's Scripture History, No. II., page 18, 7 lines.	Each girl in a separate rule, and working from a book.		*Rule.* Simple Subtraction.
1	2		6	1				Correctly worked.
3	2						1st Example	2
7	1						2nd Ditto -	5
							3rd Ditto -	5
							4th Ditto -	4

Every lesson referred to in these tables was given by one of the regular school teachers. I am responsible for nothing but this record of results. It is not likely, therefore, that in any case the children were taxed to an unusual degree. It is even possible that in some instances they were specially prepared for this test. But if some undue preparation was made in all these cases the result is not very satisfactory. It is absurd to talk of the over-education of the children of the working class, if in thirty schools which represent the best in a district not one class of children can be found capable of writing from dictation without errors in spelling. It is quite true that in some of the schools just referred to a more active master or

mistress would correct many short comings; but I do not think there is any probability of a general rise in the standard of instruction, unless the working classes show more interest in the education of their boys and girls, or the Government puts some check on the employment of children of tender age in laborious occupations.

The remarks which I have ventured to address to your Lordships are, as I am aware, a repetition of those which have been made by me on previous occasions. There appears to be a great necessity for the repetition of these details, dry and wearisome as they have become. It has been said with perfect justice that—

"One might suppose from the general effect of the debates in the Commons on the subject of education that the industrious and respectable working population of this country were fairly educated, sometimes over educated; that different sects were so keenly contending for the honour of imparting elementary instruction, that Young England was almost torn asunder by rival teachers, and that the education given was rather too ample and recondite for old-fashioned people. Of course it was admitted that there were very bad people of the old incorrigible sort, who preferred bringing up their children to begging rather than to schooling, and to thieving than to any useful art. But these were the exceptions. The general tone of the debates in the Commons, and the result left by the very earnest appeals to its good sense to do nothing, amount to this,—that there is quite enough education, and that it is entirely people's own fault if they do not avail themselves of that which is provided in such profusion around them."

The sooner such impressions are removed the better. It is quite true that a great deal has been done to increase school accommodation, and to make existing schools attractive and useful. Extraordinary exertions have been made in special cases. But, granting all this, it cannot be said that any educational machinery exists commensurate with the wants of the country. The reports laid before your Lordships represent chiefly what is done in a limited and favoured section of parochial institutions which receive public aid, because they have the support of wealthy or energetic friends. The information which the progress of these schools has furnished is of the most valuable kind. It has given us facts which we could get from no other source. It has made us conscious of the wants of our population. It has brought to light the certain difficulties which must be met in dealing with them.

It must not be forgotten, however, that it often requires great efforts to meet the working expenses of these schools. The voluntary efforts of the wealthy cannot be always reckoned on, neither can the parochial clergy be expected to take the whole burden on their incomes.

It follows that a large proportion of schools liable to inspec-

tion are not in a condition to claim a share of the annual grants offered by your Lordships.

If an effective educational machinery is to be provided for the country at large, it must be supported by something more certain than voluntary aid. Nor would it be very difficult to provide funds for such an extension. The revenues of the educational charities which England possesses would be far more profitably applied in aid of the Parliamentary grant than left in their present abeyance. It would probably be found that the income of these charities has been understated If there is, as I venture to suggest, already existing in the revenues of these charities a national fund devoted to education, which would meet all the costs of a very large extension of your Lordships' grants, one great difficulty is removed. But there is another immense evil to be met. At present, children are employed at such an early age that their education is out of the question. If the law which now barely protects a child from starvation were to insist on its education, there would be something hopeful in the prospects of our working classes. Without this legal interference, there is very little to encourage any one to build a school. There are few who do not feel the heavy outlay required in this country to restrain, detect, and punish criminals, and there are numbers who feel that "No system of prevention is so merciful as that which would elevate these classes to the capacity to fulfil their duties as Christians and citizens."

I have the honor to be, &c.

D. J. STEWART.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY REV. D. J. STEWART.

SUMMARY *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of Children in *average attendance* in those Schools.	Number of Children *present at examination* in those Schools.	Number of Certificated Teachers in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
126	45	44	18	73	23,141	13,085	14,955	106	208

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2·51	3·52	6·09	11·9	14·07	14·93	14·33	12·17	8·59	6·02	3·25	2·02

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
44·69	23·5	14·73	8·45	5·	3·63

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of 113† of Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.‡
From Endowment	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
1,164 8 4	4,724 10 11	4,331 2 5	902 12 1¼	11,122 13 9¼	16 2¼

Aggregate *Annual Expenditure*, as stated by Managers, of 113† of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
8,949 8 9	849 12 1¼	1,953 3 2	11,752 4 0¼	16 11¼	13,854

* At the date of closing these Summaries.

† The number of Schools inspected during the year was 126; but from 13 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

Summary *c*.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d		
Schoolmasters	Certificated	87 1 8	74	33
	Uncertificated	50 18 2	25	20
Schoolmistresses	Certificated	59 15 8	29	10
	Uncertificated	30 0 0	36	22
Infants' Schoolmistresses	Certificated	47 13 4	3	..
	Uncertificated	31 7 2	14	11

Summary *d*.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
105	16,109	29·66	52·25	12·95	2·52	2·62

CHURCH OF ENGLAND SCHOOLS *inspected in the Year* 1854–5.

Counties of BERKS, HANTS, *and* WILTS.

HER MAJESTY'S Inspector of Schools, the Rev. W. Warburton, who has charge of the district comprising Berkshire, Hampshire, and Wiltshire, was obliged, in the autumn of 1855, for the second time, to obtain leave of absence, to enable him to pass the winter in a southern climate.

It is regretted that the state of Mr. Warburton's health continues to be such as to incapacitate him from writing a General Report on the schools which were inspected in his district in the year 1854–5.

Education Department, Downing Street,
March 1856.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by Rev. W. Warburton and Rev. H. B. Barry.

SUMMARY A.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of Children in *average attendance* in those Schools.	Number of Children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
89	42	39	19	42	16,240	10,551	11,692	70	151

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·27	4·59	6·22	11·64	14·26	15·37	13·8	12·37	8·4	5·9	2·88	1·3

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
31·62	30·05	14·55	11·11	7·	5·67

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of 84† of Schools enumerated in Summary A.					Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
504 0 10	4,859 12 2½	2,600 19 2	1,125 1 1½	9,089 13 3½	17 3½

Aggregate *Annual Expenditure*, as stated by Managers, of 84† of Schools enumerated in Summary A.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
7,284 0 9½	570 14 9½	1,831 14 8	9,686 10 8	18 5	10,517

* At the date of closing these Summaries.
† The number of Schools inspected during the year was 89, but from 5 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	81 15 10	45	31
	Uncertificated	65 1 7	30	28
SCHOOLMISTRESSES	Certificated	56 14 10	24	13
	Uncertificated	27 15 5	29	11
INFANTS' SCHOOLMISTRESSES	Certificated	62 0 0	1	..
	Uncertificated	35 14 3	20	7

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence	Fourpence.	Over Fourpence.
76	13,443	65·72	28·38	3·4	·52	1·98

GENERAL REPORT, *for the Year* 1855, *on the* CHURCH OF ENGLAND SCHOOLS *inspected in* WALES, *by Her Majesty's Inspector of Schools, the* Rev. H. LONGUEVILLE JONES, M.A., &c.

MY LORDS, January 1856.

I HAVE the honor of laying before you a General Report on the schools inspected by me during the twelve months ended on the 31st of August 1855.

Want of navigation schools.

In two of my former reports, and more especially in the last one, I took the liberty of calling your Lordships' attention to the importance of obtaining public aid for the support of navigation schools, or, at least, navigation classes, in the principal seaports of Wales; on account of so considerable a number of Welsh seamen, employed during summer in the coasting trade, being in want of professional instruction during the winter. I have not ceased prosecuting my inquiries into this part of the education question as it affects the Principality; and by the result my convictions have been strengthened, and my hopes somewhat raised. I beg leave to quote from statements which have been sent to me by two National schoolmasters, practical teachers of navigation in the ports where they reside. These statements will show how matters rest in the localities to which they refer. The first is from Mr. E. Evans, the master of Barmouth National School, and is to the following effect:—

Barmouth National School, 21 August 1855.

"A CLASS of young sailors is admitted into this school during the winter months, who are anxious to improve themselves in navigation and nautical astromony. Having saved a little money, they generally engage for lodgings a room or two in the town, and set to work in good earnest, and the result has been most successful, for several of them have thus become masters of large vessels, and have passed the requisite examination at the Trinity House and other great out-ports. The number of candidates for admission into the school is annually increasing. A ticket of admission must be procured from the manager, who takes care to inquire into the moral character of the applicant before it is granted. They are also to observe the following rules, while attending school, on pain of expulsion:—Not to be seen smoking in any street or lane, or on any turnpike road; and if at any time they are found to get drunk, they are to leave the school instanter. For several years the

conduct of these young men has been quite exemplary. Last winter this class numbered fifteen young men, all of whom left for better situations, and considerable advance of salary. The term for the course of instruction is 3*l.* 3*s.*, and a class of this kind has met for the last nine years."

The second is from Mr. G. H. Thomas, the master of Pen-y-Parke National School, on the outskirts of Aberystwith. It refers to the district of Borth, a village five miles N.E. from Aberystwith, on the extensive shingle-bank which closes up the sea-side of the great turbary at the mouth of the Dyfi, a spot where the inhabitants may almost be called amphibious for they seem to live as much in the water as out of it.

Pen-y-parke National School,
20 November 1855.

"ACCORDING to the arrangement made when you were last in Aberystwith, I visited Borth, and made inquiries respecting the maritime population. I find that the whole of the male population is engaged in maritime pursuits, and the females consider it a great degradation to get married to any but seamen. Borth is, in fact, the maritime nursery both for Aberystwith and Aberdovey. There is not a vessel that sails from either port but is chiefly manned by men from Borth. From the inquiries which I made in the place I find that there are from 80 to 100 men at home for three months during the winter, the majority of whom would attend school, and pay from 6*d.* to 8*d.* per week, if they had a school adapted to their interests. The subjects taught should be confined chiefly to nautical astronomy, nautical geography, and navigation, both in theory and practice. The school, as it at present exists, is only considered as a place to send children out of the way of the parents during the day. The inhabitants appear anxious to have things improved, and would unanimously sign a memorial to present to the House of Commons, if they knew how to proceed."

Similar returns might be procured from many other places on the coast of Wales; all showing that there is a considerable maritime population anxious for the peculiar instruction which their occupation requires; and I am confident that they would most gratefully appreciate and respond to any assistance given them by the State towards procuring and maintaining properly qualified teachers. It is to be hoped that the action of Government may not commence when it is only just a little too late.

Schools of Design; and instruction in drawing.

Schools of Design make very tardy progress in Wales, and little or nothing is doing in parochial schools towards teaching drawing. The Board of Trade gives aid in such a manner that the Principality can hardly avail itself of it; and, of course, no other result can be expected. Upon this topic I have abandoned hope, and must leave things to follow their own course.

General progress of education in Wales.

It gives me great satisfaction to be able to report that the labouring classes of Wales generally are showing more and more each year that they feel the blessings of good education, which are in the process of dissemination, more or less slowly, throughout this country; and that they contribute more willingly than in former times towards the cost of this education and the support of the schools. If the rules of the Committee of Council on Education had been more elastic, and had admitted of a more practical application to the peculiar wants and requirements of the Principality, whether physical or social, my conviction is that the lower classes in my district would have responded more readily and more extensively to the appeal which the State is supposed to have made to them. As a proof of a very healthy state of feeling, and of what can be done in a purely agricultural district, where wages are low—lower, I have reason to think, than what my correspondent calculates them at—I am glad to have the opportunity of quoting the following passage from a letter addressed to me by the Rev. J. C. Llewellin, concerning two most useful clubs connected with the National School of Narberth in Pembrokeshire:—

"As you expressed a wish, on your visit to our school, to have particulars of our Clothing Club at the end of the year, I beg now to forward them on the other side; and thinking you may be pleased to hear how our Penny Bank, or Children's Savings Club, has succeeded, I have added particulars of that also. It has more than come up to my expectations, upwards of 20*l.* having been deposited by sixty boys, which appears a large sum for such a number of poor children to save, in a county where wages are so low as here. Next year, I think, the amout deposited will be larger, as the children appear to have a growing desire weekly to save and put by as much as they can."

Narberth National School Clothing Club, for the Year ending October 1, 1855.

	£	s.	d.
Sum deposited by boys - -	14	11	4
„ girls - -	13	19	5½
Total - - -	28	10	9½
Sum added as premium - -	2	16	4

No. of children depositors, 61. Average sum deposited yearly by each child, 9*s.* 4½*d.* Largest sum deposited in the year by one child, 24*s.*; smallest do., 1*s.* 5*d.* Average sum deposited weekly by each child, 2½*d.*

Narberth National School Penny Bank Account, for the Year ending 15th November last.

No of depositors, 60. Sum deposited, 21*l.* 8*s.* 4*d.* Added as interest, 1*l.* 12*s.* 9*d.*

Largest sum deposited by one child during the year, 5*l.* 3*s.*; smallest sum deposited by one child during the year, 5*d.* Average, 7*s.* 8½*d.*

Largest sum deposited by a child during one week, 11*s.* 6*d.*; smallest do., 0½*d.*

Paid out during the year, 1*l.* 17*s.* 2½*d.*

"The person whose child has deposited the largest sum is in business for himself, and I should say we may put down his receipts at 100*l.* per annum. The wages of a poor woman, whose nephews are depositors, do not exceed 6*s.* 6*d.* weekly, and the average amount of wages weekly, 10*s.*

	£	s.	d.
So the largest receipts of a parent would be	100	0	0
The smallest for the year	16	18	0
Average wages	26	0	0

If results like these can be produced in a poor locality, what might not be effected in the mining and manufacturing districts, in the seaports, and in towns where wages range far higher than at Narberth? In another part of the same county, where wages are rather lower, and where disadvantageous causes have been in operation during the year, it appears that flourishing schools may be kept afloat even in hard times, according to the following report.

Fifth Report.—Fishguard National Schools.—The condition and attendance in the Fishguard National Schools differ little from those of preceding years, with the exception of the weekly payments, which have considerably fallen off, from two causes,—the high prices of the food used by the poor, and the unusually large proportion of orphans attending the schools, many of whom, having no provision beyond the parochial weekly allowance of one shilling, are totally unable to pay for their education; and yet it is for such the institution is designed.

Receipts and Expenditure of the Fishguard National Schools, from June 17th, 1854, to June 17th, 1855.

Dr.

	£	s.	d.
Children's pence	27	4	6
Subscriptions	23	9	0
Donations	24	17	0
Church Union Society	5	0	0
Interest on money	2	5	0
Balance from last account	0	7	7
	£83	3	1

Cr.

	£	s.	d.
Salary to the master	30	0	0
Salary to the mistress	20	0	0
Books and apparatus	20	4	5
Culm, coal, wood, &c.	7	12	6
Repairs, furniture, &c.	2	15	6
Cleaning, and incidental expenses	3	11	6
	£84	3	11

	£	s.	d.
Paid - - - -	84	3	11
Received - - -	83	3	1
Balance due - -	£1	0	10

(Signed) L. M. HARRIES, Manager.

Capitation grants.

I have reason, however, to know that the balance-sheets of many Welsh schools under inspection are now in a much more satisfactory condition than they were formerly; principally, no doubt, from the equitable operation of the capitation fee system. If the requirements of the Committee of Council under this head, both with regard to the attendance of the children and the qualification of the teachers, could be relaxed, I feel persuaded that an immense impulse would be given to the education of the whole district. To show how this system can be worked judiciously and effectively in a prosperous neighbourhood, I append the following communication from the Ven. Archdeacon Wickham, whose care and superintendence of his school at Gresford in Denbighshire are producing notable results.

GRESFORD NATIONAL AND SUNDAY SCHOOLS.—From the accompanying statement it will be seen that expenses, to a considerable amount beyond those of former years, have been incurred on account of the National schools during the last year. These have been occasioned partly through a change of teachers in the girls' school, but principally through the new arrangements consequent on the establishment of a lower, or infant school. And as these last must, for the most part, be permanent, it will be manifest that a permanent addition to the school funds will in future years be required.

A general meeting of the resident subscribers to the schools was held September 29th last, to consider this important point. It appeared to that meeting that, if these funds could be provided during the next two years by the friends of the schools in this parish, there was every reason to hope that by that time such assistance might be received from the Government grant as would remove all further difficulty in maintaining them in an efficient state. Accordingly, the following resolution was unanimously adopted:—

"That an effort be made to raise 20*l.* by donations, and that the subscribers be solicited to increase the amount of their subscriptions for the next two years at the rate of 25 per cent."

The managers have strong grounds for believing that the education of the children, as far as it goes, is sound, and calculated, with the Divine blessing, to produce much real and lasting good; and much benefit may be confidently looked for from the lower or infant school, which was opened in October last.

It must not, however, be disguised that only very imperfect results can be looked for, even from the present large expenditure of both money and labour on these schools, unless greater regularity can be obtained in the attendance of the children than now prevails. Perhaps it will appear hardly credible that out of 108 children whose names have been on the books throughout the past year, the actual time during which more than one-third have been

under instruction does not amount to 130 whole days in the year, or 2½ days in every week; while 20 only of the whole number have fulfilled the lowest conditions on which any Government assistance can be obtained towards the expenses of their education, by an attendance of 176 days in the year, or little more than 3½ days weekly; and 10 only have completed what the Committee of Council wish to have enforced, if possible, an attendance of 192 days, or an average of 4 days weekly, for 48 weeks in the year. With such disadvantages the wonder will not be that so many grow up in ignorance after having long nominally attended our schools, but that even some few obtain through them anything at all deserving the name of education.

The great difficulty in the way of effecting any improvement in this point arises from the indifference of parents to the education of their children, or perhaps rather from their ignorance of what real education is, and how impossible it is to procure it without regular application. If this were understood, fewer occasions would be found for asking leave of absence from school. The stated holidays would generally be found sufficiently convenient for those matters which require the assistance of the children at home; and even where it was not so, parents would be often led to determine that the little comfort or pleasure which they might derive from the help of a child on a school day would be very dearly bought at the cost of the benefits which the child would obtain at school.

It has been questioned, with much reason, whether we have not fostered this indifference and ignorance on the part of parents, by putting so low a price on education as to lead the uneducated to think it a thing of little value. The great mass of our children pay only one penny a week. Very few of their parents have any idea that the actual cost of their education is more than five times that sum, and that in paying a penny they pay for one only out of the five school days in each week. They who pay the remainder will not grudge it, if it purchases the blessing which they may fairly expect from it for their poorer neighbours. But they have good reason to require that their bounty should not be thrown away. And since it cannot but be thrown away if the children do not avail themselves of it, every contributor to the school has a right to call for the enforcement of some rule by which regularity of attendance shall be secured as far as possible.

The Committee of Council on Education have proceeded on this principle in the distribution of their aid to rural schools. They allow a certain sum towards the expenses of each child who has attended 192 whole days in the year, but to none others. The only relaxation to this rule is the allowance of sixteen days absence *with leave*, on good and sufficient reason to be stated to them. If the managers of our schools were to act upon the same principle, all would understand the cost of education, and many perhaps would be led to value it more highly, while precisely the same assistance would be offered to those who wish their children to be educated; and none would lose that assistance, except those who either did not need it, or were little likely to be benefited by it.

As a step towards this object, it is worth consideration whether it may not be desirable to raise the payments of the children, with an understanding that all those who, by their attendance, fulfil the conditions which will entitle the school to receive from the Government a grant in aid of their education, shall receive back, at the end of each year, so much of that grant as the increase in their payments shall amount to.

February 1855.

Abstract of the Accounts of the Gresford National Schools, 1854.

Expenditure.	£	s.	d.
Balance due to Treasurer, January 1854	23	4	6
Master's salary	60	0	0
Mistress' ditto	36	5	0
Assistant master, 12 weeks	4	4	0
Assistant mistress—training, travelling expenses, and board 10 weeks	7	0	0
Cleaning schools	0	19	9
Sundries, as by mistress's book, travelling expenses, and examination at Warrington	5	2	11½
Ditto, as by master's book	2	3	9½
Fuel	2	3	1
Furniture	8	1	3½
Repairs	2	2	2
School materials	3	13	3
	£154	19	9½

Receipts.	£	s.	d.
Subscriptions	45	7	0
Donations	17	0	0
Church collections	18	6	0½
Lady Strode's Charity	13	11	5½
Shakerley Charity, per W. Jones	1	8	4
Children's payments	28	1	10
Ditto work	1	2	2
Balance due to Treasurer	30	2	11½
	£154	19	9½

At a subsequent meeting, held on March 5th 1855, the following circular was adopted :—

The managing committee of the Gresford National Schools find it necessary to make the following alterations in the children's payments :—

After the 1st of May next, those children in the upper schools who now pay one penny weekly, and an additional penny monthly, and those in the infant school who pay twopence weekly, will be required, instead, to pay two shillings a quarter in advance.

If there are two or more children of the same family in the schools, each child after the first will be charged one shilling and sixpence a quarter.

There will be no extra charge on entrance.

The quarter-days will be the first Monday in May, August, November, and February.

Parents may bring their children for admission as before, on the first Monday of other months, but they will then be required to pay twopence-halfpenny weekly for a first child, and twopence weekly for each child after the first, until the quarter-day next following, when the quarterly payments will begin.

One half of the above quarterly payments will be given back, at the end of each quarter, to the parent of every child who shall have attended school 44 *whole week-days during the quarter, provided leave of absence has been obtained for the remainder of the days.*

The reasons for this arrangement are as follows :—

The funds of the school are not sufficient to pay the expenses of the education now provided for the children. The Government is ready to give a certain sum towards the education of every child in the schools who has attended, in the course of the year, 192 whole days, or four days in each of 48 weeks, but of none other.

This is not much time to devote to education. It is not two days out of every three in the whole year. Yet the Gresford schools have not been able to claim, during the last year, for more than 20 children out of 108; so irregular has been the attendance of the rest.

The new arrangement is intended to discourage this irregularity. It will *not increase* the actual payments of any who attend the due number of days.

Indeed their payments will be less than before. Those only will pay more who are very irregular in their attendance. And it will be only fair that this burthen should fall on them, since they prevent the managers from claiming from the Government the necessary assistance towards the education which is provided for them.

The result of these regulations has been most satisfactory, as Archdeacon Wickham has since informed me, in a letter which I append to my report (*Appendix* B.)

Statistics of Cyfarthfa school; *manufacturing* district.

In my last report I inserted some interesting statistical returns from the school at Cyfarthfa, the large suburb of Merthyr Tydvil, attached to Messrs. Crawshay's iron-works. A new set of similar returns, only much extended, have been prepared for me by the master of that school, who understands the practical bearings of the educational system thoroughly well. These returns are of such a peculiar nature that I consider them well worthy of being recorded.

Cyfarthfa National School,

| When admitted. | To what class. | | | | | | | Between ages of | | | | | | | | | | | | | | | | | | | | | | | | | Classification of parents, occupation and religious | | | | | | | | | | | | | | | | | | |

MERTHYR TYDVIL.

according to denomination.									To what class each boy belonged before quitting school.							Time of quitting the school.	Total.	To show number of boys now attending school, and in what classes.						
Ch. of England.	Wesleyans.	Methodists.	Independents.	Baptists.	Reformers.	Saints.	None.	Total.	1	2	3	4	5	6	Total.			1	2	3	4	5	6	Total.
-	1	1	4	3	1	-	-	10	1	-	2	3	1	3	10	2 in March, 5 in June, and 3 in August.	10	-	-	-	-	-	-	-
-	3	-	4	8	2	1	-	18	3	-	2	4	3	6	18	2 in April, 5 in May, 1 in June, 1 in July, and 4 in September.	13	1	-	-	2	1	1	5
-	4	2	7	11	2	1	2	29	-	2	3	4	8	12	29	4 in May, 4 in June, 15 in July, 2 in September, and 1 in December.	26	-	-	-	-	2	1	3
-	2	1	3	-	-	-	1	7	-	1	-	-	2	4	7	1 in June and 4 in July - -	5	-	-	-	-	-	2	2
-	-	-	2	-	-	-	-	2	-	-	-	1	-	1	2	2 in July - - - - -	2	-	-	-	-	-	-	-
-	-	3	2	4	-	-	2	11	1	-	1	1	3	5	11	1 in August, 3 in September, 2 in October, 1 in November, and 1 in February.	8	-	-	1	1	-	1	3
-	2	-	1	3	1	-	2	9	1	-	5	1	1	1	9	1 in September, and 1 in February	2	1	-	4	1	1	-	7
-	-	2	1	4	1	-	-	8	-	1	2	-	2	3	8	4 in October, 2 in November, and 1 in December.	7	-	1	-	-	-	-	1
-	2	4	3	2	1	-	1	13	2	1	1	2	1	6	13	5 in December and 5 in January -	10	2	-	-	-	-	1	3
1	2	1	2	1	-	-	-	7	2	1	-	-	1	3	7	2 in December, 1 in January, and 2 in February.	5	1	1	-	-	-	-	2
1	3	4	6	2	2	-	-	18	4	5	2	6	1	-	18	5 in January, 3 in February, and 1 in March.	9	-	1	1	2	3	2	9
-	2	-	-	-	-	-	-	2	-	-	1	-	-	1	2	- - - - -	-	-	-	1	-	-	1	2
-	1	4	5	-	-	-	-	10	-	-	1	-	1	8	10	- - - - -	-	-	-	1	-	1	8	10
2	22	22	40	38	10	2	8	144	14	11	20	22	24	53	144		97	5	3	8	6	8	17	47

me one year or more, the remaining 86 have therefore been in my school less han one year. This number by the readmissions during the past year. These readmitted boys are 39 in number, and may be divided date and were readmitted. 2nd. Those who were admitted, and (after leaving the school) readmitted after (in the table above) of the newly admitted, but will merely divide them into two classes, and state which

	112	The number on the books in March 1854.	
	144	„ „	admitted since the above date.
	39	„ „	readmitted since the above date.
	295	„ „	of boys who would still belong to the school if none had left.
By subtracting	93	„ „	on the books in March 1855.
We have	202	„ „	of boys who have left between the months of March 1854 and March 1855.

(Signed) CHARLES FREEMAN, Master.

Statistics of Llangedwyn School, as to attendance; *agricultural* district.

The foregoing return belongs to a district exclusively occupied with the manufacture of iron. The next return refers to a purely agricultural district, and is inserted to show the distances which children have to travel in coming to school under favourable circumstances in such localities.

LLANGEDWYN SCHOOL, DENBIGHSHIRE, 1855.

	Boys.	Girls.	Total.
No. of children attending from the parish of—			
Llangedwyn	22	20	42
Llansilin	18	14	32
Llanrhaiadr-yn-Mochnant	10	9	19
Llansantffraid	2	2	4
Llanyblodwell	1	0	3
Totals	53	45	98

	Boys.	Girls.	Total.
No. of children whose place of residence is—			
Less than ½ mile from the school	4	4	8
About ½ " "	10	6	16
" 1 " "	10	6	16
" 1½ " "	8	9	17
" 2 " "	10	16	26
" 2½ " "	7	3	10
" 3 " "	2	1	3
" 3½ " "	1	0	1
" 4 " "	1	0	1
Totals	53	45	98

(Signed) WILLIAM LEWIS, Master.

I wish to observe upon the above, that regularity of attendance becomes almost an impossibility, during many days of the year, for children living more than a mile from school; when our mountains are covered with snow, and our country roads converted sometimes into torrents, sometimes into the deepest sloughs. It is hard to calculate regularity of attendance in a prosperous town or large village, by the same rule as in a small country hamlet, where one school is made to serve for several neighbouring parishes, as in the case of Llangedwyn. Were it not for the constant kindness and liberality of Sir Watkin and Lady Williams Wynn, this school could not be maintained, notwithstanding a capitation grant. I beg leave most seriously to solicit your Lordships' attention to the practicability of relaxing the capitation rules for Welsh parochial schools in agricultural and mountainous districts.

Plans of school-*buildings*

Before adverting to the number of schools under inspection in my district, I am anxious once more to remind your

Lordships of the necessity that exists for the Committee of Council to exercise a more strict and practical supervision over all building plans and estimates before grants are made. I feel convinced that, without personal knowledge of the local requirements, no architect, however scientific, can pronounce safely as to the merits and suitableness of any given design; and I venture to recommend that no plans should be passed without having previously been submitted to the District Inspector, for information, and possibly for correction. In the same way, too, as I have taken the liberty of urging upon your Lordships' attention the practicability of relaxing the capitation rules for Wales, so also do I venture to make a similar recommendation in respect of the building of schools. Regulations that will apply on the shores of the Bristol Channel will not hold good, in all cases, amidst the moors of Montgomeryshire; and it does not follow that, because a London plan may be good for Swansea, therefore it should be equally suitable to a village at the foot of Snowdon. The Inspector's local knowledge (I speak generally, not in an individual sense) might be usefully called in when large sums of money are likely to be granted. For instance, no Inspector, I conceive, would ever have recommended the waste of public money that has been shown in the case of the Mountain School at Bronyfoel in the parish of Llandwrog, Caernarvonshire.*

erected with aid from Parliamentary grants.

I beg leave also to reiterate my conviction, expressed two years ago, that in many districts of Wales no other kind of teacher than a walking or riding schoolmaster will meet the requirements of the localities. Where there are no villages, schools cannot be permanently supported, except at an inordinate and useless cost; where children cannot come to the teacher, the teacher must come to the children, *or the work of education must remain unattempted.* I am fully persuaded that a considerable modification of existing regulations in this respect is necessary, if our remote vallies and moorlands are to participate fairly in the benefits of the Parliamentary grant.

Want of school-provision for remote and and thinly-inhabited districts.

I now come to the consideration of the number of Church of England Schools in Wales which have derived (1) any advantage at all from the grants administered by the Committee of Council on Education, and (2) regular *annual* advantage of this kind. With the view of throwing additional light on the subject, I have had maps compiled by some of my apprentices, and I have marked on a map No. 1 the localities of all the schools which have had grants of any kind whatsoever, made to them by the Committee of Council, while on No. 2 I have indicated all those schools which in the present year

Necessity for extending State assistance to all localities.

* This school was built in 1844, when the requirements of the Committee of Council, as regards plans of school-buildings, were far less stringent than they are now. Mr. Jones's remarks tend only to prove the necessity of the strict supervision now exercised.—*Education Department, March* 1856.

(1855) have had any *annual grants* paid to them, whether for certificated teachers, apprentices, or capitation. It will be seen that the action of the Committee of Council has extended chiefly to the northern and southern boundaries of the Principality, especially in the case of annual grants; and that a large portion of central Wales remains totally untouched.

It appears that the number of benefices, or incumbencies and churches, in the four Welsh dioceses are as follows :—

	Benefices.	Churches.
Bangor - - - - - - - - -	129	195
St. Asaph (exclusive of Oswestry Deanery) -	154	164
Llandaff (exclusive of Monmouth Archdeaconry) -	114	121
St. David's - - - - - - - -	412	475
Total - - -	809	955

Now, if education is to be a reality and not a mockery, every parish or district ought to have its school, as it has its church; and, if the Legislature really wishes to aid national education within any practicable period, without postponing it to some Utopian period of intellectual enthusiasm, means should be taken for extending the aid of the State to every one of these parishes or districts, on fair terms. If, however, we reckon up, the number of schools in the two categories, we shall find the result to be as follows :—

Counties.	No. of Schools aided by Grants of *any* kind, and, therefore, under inspection.	No. of Schools aided by Annual Grants, for Certificated Teachers, Apprentices, or Capitation.
Anglesey - - - - -	13	6
Brecon - - - - -	10	5
Cardigan - - - - -	17	7
Caermarthen - - - -	21	10
Caernarvon - - - - -	33	12
Denbigh - - - - -	28	19
Flint - - - - -	24	10
Glamorgan - - - - -	36	17
Merioneth - - - - -	8	4
Montgomery - - - -	16	8
Pembroke - - - - -	25	16
Radnor - - - - -	7	1
	238	115

From this it may be deduced that, out of the total number of 809 parishes, only 238, or about 30 per cent., have ever derived any benefit from the grants voted by Parliament for the education of the *labouring* classes; while only 115, or less than 15 per cent., are *annually* aided by these grants. Again, out of this number of 238 schools, not more than 103 *or 140* can ever be visited in a year by *one* Inspector, *under the existing regulations*; so that from 90 to 100 schools,

liable to inspection, cannot be visited at all. Unless some new measures be taken, the education of the greater portion of Wales will not receive any assistance from Parliament within the probable experience of any man now living. Not that the Welsh people are more apathetic than the people of other parts of the kingdom, but that, from the physical and social circumstances of the Principality, the problem proposed by the Committee of Council cannot be worked out with the existing data. It seems to me that, under the Minutes as they now stand, the action of the Committee of Council has nearly attained its maximum in Wales; although it has only been able to affect 238 out of 809 parishes, as far as Church schools are concerned.

Special measures proposed for Wales.

It is not of much use to point out a defect without suggesting a remedy; and therefore, waiving for the time being the details of the intellectual part of the question, I beg leave to throw out a hint, which I think will be approved of by most friends of education in Wales; viz., that the principle of meeting the efforts of parishes and school-committees half-way, in pecuniary matters, without insisting rigorously on the observance of rules, calculated for other latitudes and longitudes, might be beneficially extended to this district. For instance, supposing that a Welsh parish could raise, for building a village school-room, 50*l.*; that sum might be met by a grant of the same amount from the Parliamentary fund without forcing the promoters to adopt plans and elevations involving the outlay of 250*l.* If the same parties could raise 20*l.* per annum, from all sources, for the maintenance of the schoolmaster, that sum might be met by a grant of the same amount, unshackled by conditions that allow no man to hold the situation, except one who will expect at least 60*l.* or 70*l.* per annum. Now these are cases that continually occur to my notice; and I know for a fact that the notion is gaining ground in Wales, that to do without aid from the Committee of Council is less expensive than to render the parish liable to conditions which cannot be permanently fulfilled. If ever the Legislature should be induced to make a separate *additional* grant for Wales, of some 10,000*l.* or 12,000*l.* per annum—a trifling amount compared with the national expenditure,—the increased value that would be given to labour of all kinds by thus improving the condition of the lower classes, would, in the course of twenty years, amply repay the Legislature's liberality.

Scarcity of qualified teachers in Wales.

Although the apprentices from Welsh schools, and the teachers in Welsh training institutions, have been able to hold their own in the presence of their English brethren, yet there is still a most remarkable deficiency of properly qualified teachers, even for the better kind of schools in my district. There is a tide of teaching power setting out from Wales, not

flowing into it. All the young teachers have a tendency to go and try their fortunes in England; while few English teachers like to come into Wales; and such as do come are hardly qualified to cope with the peculiar difficulties of their situations. Add to this the unfortunate disposition which has manifested itself among teachers in England (I am thankful to say in a much smaller degree in Wales, and certainly not among any teachers of note amongst us,) to take advantage of their scarcity in the market, and to put on themselves a fictitious value, to which they have no valid pretensions; and the difficulty of finding fit teachers for Welsh village schools is increased inordinately. There is not much likelihood of training schools supplying the kind of men wanted for the work; those that are trained uselessly high will not stoop to the inevitable drudgery which the condition of this country demands. The hard-working village schoolmaster will never be produced by training schools and examinations, as at present constituted. A reactionary spirit is arising in many parts of my district, in consequence; and managers are making up their minds to dispense with augmentation grants rather than be annoyed with a schoolmaster who is above his work and discontented with his situation; *and in so doing they are sure to be backed by the voice of the people.*

Before concluding my report, I cannot help alluding to a more important subject, which I have touched on in previous years,—the religious education given in parochial schools. I wish to allude to it only in a few words, and as delicately as possible, and yet as strongly. It is my deliberate conviction—a convictlon which I am bound to express to your Lordships—that, unless religion in the parochial system of Welsh education is to fall away, instead of advancing, the *immediate* and *united* action of the four bishops is imperatively necessary. Anarchy and neglect and incapacity are not the means whereby the righteous cause of this all-important branch of instruction is to be promoted. Whether the children come of parents who belong to the Church, or of those who belong to the different religious denominations, the result is the same for all. These three sources of evil are of more frequent occurence than they should be; and some means of obviating them must be found, or religious instruction will suffer greatly from the result.

I have the honor to be, &c.

H. LONGUEVILLE JONES.

To the Right Honorable
The Lords of the Committee of Council on Education.

*** In my Tabulated Reports I have made an erroneous entry concerning the Infants' school at Conway, in stating that there were no *offices* attached to it. That school is well supplied with *offices*; and for the word "*offices*" should be read "*teacher's residence.*"

Appendix A.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by Rev. H. Longueville Jones.

Summary *a*

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
127	39	38	23	86	21,344	13,918	14,183	92	232

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2·38	4·02	6·72	9·66	13·15	12·88	13·6	12·46	9·77	7·22	4·63	3·51

Who have been in School					
Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
36·86	22·33	18·58	10·66	6·43	5·2

Summary *b*.

Aggregate *Annual Income*, as stated by Managers, of 125† of Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
1,135 11 0½	4,881 3 10½	3,224 2 9½	1,496 10 9½	10,737 8 8½	16 9

Aggregate *Annual Expenditure*, as stated by Managers, of 125† of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
8,566 12 5	674 18 6	1,630 11 4½	10,872 2 3½	16 2	13,453

* At the date of closing these Summaries

† The number of Schools inspected during the year was 127; but from 2 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£. s. d.		
SCHOOLMASTERS	Certificated	76 9 2	80	64
	Uncertificated	50 5 0	40	30
SCHOOLMISTRESSES	Certificated	61 4 11	10	7
	Uncertificated	31 3 8	48	30
INFANTS' SCHOOLMISTRESSES	Certificated	44 10 0	2	1
	Uncertificated	30 2 7	16	5

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
109	14,158	70·27	1,980	6·54	2·42	0·89

APPENDIX B.

MY DEAR SIR, St. Asaph, 11 January 1856.

I AM desirous of giving you the results of our altered plans of payment in the schools at Gresford.

The new arrangement came into operation on the first Monday in May, after two months' notice of the change had been given to the parents in the accompanying circular, which I took care to get explained through district visitors, as well as by myself, during the interval.

The quarter commenced with quite as full a school as before; the full payments of 2*s.* and 1*s.* 6*d.* being made in advance for three months.

The children were furnished with cards, to mark their daily attendance, which were carried home to their parents.

At the end of the first quarter, 90 out of 118 children had fulfilled their number of days, 44.

The second quarter, from July to November, was one of greater trial; the harvest holidays leaving only forty-five whole school days, and the potatoe digging affording strong temptation to encroach even upon these. Notwithstanding, when the excess of days which had been kept in the previous quarter were brought into the account, we found that sixty-six were able to claim the assistance offered.

So that 66 out of 118 children had enjoyed at least four days' instruction weekly during the whole of the six months, which form the worst half of the year.

When this is compared with the previous state of things, this is very satisfactory. For we were able to claim capitation fees from the Government at the end of 1854 for no more than 20 out of 108 children, who had been on the books during the whole year.

The capitation grants, as they are settled by the Committee of Council, will, of course, make managers of schools more earnest to enforce regularity of attendance. But I am persuaded that no efforts of theirs will be half as effectual as the giving the parents themselves a manifest interest in this object. I think that we have succeeded in finding a way to give the parents this interest. And it is an important part of our plan that it forces the parent, as it were, to look to results *at short intervals*, and enables him to foresee these results from day to day.

Believe me, &c.

(Signed) ROBERT WICKHAM,
Archdeacon of St. Asaph.

The Rev. H. L. Jones,
Her Majesty's Inspector of Schools, &c.

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools*, J. D. MORELL, Esq., A.M., *on the* BRITISH SCHOOLS, *and the* WESLEYAN *and other* DENOMINATIONAL SCHOOLS, *inspected by him in the* NORTH-WESTERN DIVISION *of* ENGLAND; *and in* NORTH WALES.

MY LORDS, January 1856.

I HAVE the honor to lay before you my report for the year 1855. During the twelve months ended the 31st of August last, I have inspected 182 schools under separate teachers; examined 394 pupil-teachers; conducted one general examination for awarding certificates of merit to students and schoolmasters; and held one examination for "registration." The details of these several operations are included, partly in the statistical summaries, and partly in the individual reports hereto appended. What I have now to lay before your Lordships refers rather to the *general features* of inspection, and to some of the peculiarities of the district, in which I have been occupied.

Temporary discouragement.

As a whole, the year has been one of *discouragement* to the friends of popular education. Living has been dear, and money scarce; the poor have had to strain every nerve to keep up their usual physical comforts; and as a natural consequence the number of children in the schools has been considerably diminished, as well as the average length of their stay curtailed. This is a result much to be lamented, but under the present circumstances inevitable. Even were the schools absolutely free, the evil would not be sensibly diminished, because the amount of the school fee is by no means *so much* the ground of their non-attendance, as the large amount which juvenile labour brings into the family treasury at the end of the week. The evil, however, is only temporary. Every year, I believe, increases the feeling, which has grown up to a large extent amongst the masses of the people—that some amount of education is absolutely necessary for their children to make their way in the world. Before long, I trust any decided ignorance of the elements of primary education will become a reproach, condemning those who labour under it (so far at least as the manufacturing districts are concerned) to the most inferior places in the sphere of industrial life.

In some of my former reports I have attempted to give a general view of the condition and prospects of primary education throughout my own district; at present I wish to

confine myself rather to one or two special points, which appear to me to be worthy of some distinct consideration.

Education in North Wales.

One of the most interesting and certainly one of the most *peculiar* portions of my district is North Wales, and it is to this portion that I wish first of all to devote a few special observations. North Wales differs in many important points from the Southern half of the Principality—in points too which exert a very considerable influence over the habits and character of the people. South Wales is richer in mineral productions; gathers together large masses of population upon the coal fields; and though still retaining much of the ancient language of the country, yet is penetrated more or less by an English element, that finds its way into nearly all parts of the country through the avenues of its vast industrial activity. North Wales is in every respect more primitive and pastoral; the ancient language is spoken in greater purity, and more exclusively amongst the great bulk of the people; and society generally is less open to foreign influences, and more peculiarly national in its character.

North Wales distinguished from South.

Defective education in Wales.

Many reasons have combined to prevent education (as far as day schools are concerned) from making as great progress in Wales as it has recently done in most parts of England. As far as South Wales is concerned, my colleague, Mr. Bowstead, remarked at large upon the educational deficiencies observable there in his last year's report. I have now to bear a testimony in some respects similar, in reference to the North. By consulting the statistical tables of the census of 1851, it appears, that while the proportion of children to be found in schools of *all classes* throughout England ranges from 40 to 50 per cent. of the whole number between five and fifteen years of age, in the Principality it is only 30·2 per cent. of that number. Of these about nine per cent. are in private schools, and 21 per cent. in public. Of this last 21 per cent., moreover, only about 10 per cent. of the children are in schools under Government inspection; and of the schools under inspection, only about one half are reported upon as being in a satisfactory state. Putting all these items together, we can hardly fail to come to the conclusion, that the general condition of day school education throughout Wales at large, is, as yet, decidedly defective, both as to quantity and quality.

Sunday schools.

It should not be imagined, however, that the deficiency of *actual* instruction is so great as appears at first to be indicated by the paucity of good day schools. In no part of the United Kingdom has the system of Sunday schools been so universally, and in many respects so successfully adopted. In this way a large proportion, even of those who never attend a day school,

still learn to read, and come at least on one day in every week under a kind of mental training, which though peculiar in character and hardly to be appreciated by any one unacquainted with the language and mind of the country, yet has a decided influence upon the mental development of the people at large. In the Sunday schools, the whole organ of communication is the *Welsh* language, while in the day schools it is almost exclusively *English;* so that while the former indicate the amount of education given to the Welsh in their own native idiom, the day school is a perfect measure of the amount of instruction they receive in the English language, as well as all the branches that are taught through it as the medium.

Causes of deficiency in South Wales.

In tracing the causes of this deficiency in day school education in South Wales, Mr. Bowstead, in his last report, has laid main stress upon the fact, that while the mass of the people are Dissenters, the chief efforts which have been made towards educating them emanate from the Church; so that there arises in this way a natural antagonism in the minds of the people, in reference to the mode in which education is offered to them, and the conditions which it entails. This view of the case is certainly borne out greatly by the returns given in the last census. It appears from these, that the population of South Wales in 1851, consisted of 607,456 persons. Of these 324,567 were in attendance at the various churches and chapels on Sunday, March 30, 1851. In other words, more than half the entire population of the Principality attended religious service, on that day, a proportion nearly *double* of what was found to be the case throughout England generally. Of these 328,567 actual attendants, only 69,866 (*i.e.* less than one fourth), were in the established churches. The rest were distributed amongst the various bodies of Dissenters, together with about 2,500 who attended the services of the Roman Catholic church.

Religious bodies in North Wales.

Looking, now, to North Wales, we find the proportion of Dissenters considerably *greater*, even than in the South. The population of North Wales in 1851 was 404,328 individuals; the number in actual attendance on the same Sunday was 214,348, and the number of these in the established churches 39,729, *i.e.*, less than one-fifth of the whole number of worshippers. The Catholics, too, diminish here from 2,500 to about 300 worshippers; while Mormonism, which has got considerable hold in South Wales, has not even made its appearance in the North.

State of parties as regards education in South Wales.

In regard to *education*, the state of parties is in many respects different in North and South Wales. In South Wales the Independents and Baptists form the preponderating religious bodies; and these, from the first commencement of

the plans adopted by the Committee of Council on Education, sympathized with their English brethren in either standing aloof from them altogether, or meeting them with an active opposition. We do not impugn their motives for doing so; no doubt they were good; certainly they were consistent with their own views of national policy. They did not *then* give credit to the declared impartiality of the system, and feared an educational crusade supported by the State, which should combat the religious views and principles which they cherished and loved. The field of education, accordingly, was left to be cultivated mainly by the Church; and certainly it can excite no wonder that the mass of the people, who fully sympathized with their pastors in their first opposition, felt little disposed to fall readily in with a movement in which education was presented to them under the form they least liked, and most suspected of ulterior and antagonistic purposes.

State of parties as regards education in North Wales.

In North Wales, on the contrary, the state of parties in connexion with the Protestant dissenting communities differs considerably from what we have above described. Here, although the Independent and Baptist bodies are still numerous, the Calvinistic Methodist denomination has a very decided predominance; so much so, indeed, as to give the leading tone to dissent, viewed as a political and social element in the community. This denomination never took up the attitude of *opposition*, or even of *indifference*, to the Government Minutes. Some of their leading men saw from the first that the country was defectively educated, and that it must devolve upon them, as being the leading community in point of numbers, readily to do their part towards bringing about a better state of things.

Method of promoting education adopted by Calvinistic Methodists.

To accomplish this end, they thought it best, instead of forming a denominational system of their own, to adopt the principle of the British and Foreign School Society, and to invite the co-operation of all the other communities—an invitation which in many instances has been responded to. The Rev. J. Philips, of Bangor, undertook to be the organ of communication between the Welsh communities and the British and Foreign School Society, and became in fact the accredited agent of that Society throughout the northern portion of the Principality. Furnished now with a complete plan of operations, Mr. Philips commenced a series of educational tours through North Wales, holding public meetings, explaining the value of popular education, and urging the people to use their money and their energies for advancing it on the principle of religious co-operation.

Results.

As the result of his labours, and the general ventilation of

the question through the length and breadth of the land consequent upon them, nearly one hundred British schools have sprung up in the towns and villages of North Wales. About a third of these have already come under Government inspection, and are enjoying various kinds of annual grants, and many of the others are only awaiting a larger supply of certificated teachers to apply for the same advantages.* The general success of the movement, the interest it has excited, the large and flourishing schools which now exist where nothing of the kind was heard of a few years ago, all augur *well* for the future progress of education in this part of the Principality.

British School system best adapted to Wales.

Putting together the facts and considerations above enumerated, there can be no doubt, I think, that the British system is the one which best harmonizes with the peculiar condition of the Welsh population; and I cannot but feel the same regret for North Wales which Mr. Bowstead expressed in regard to the South, that the entire educational effort made on behalf of the Principality has not from the first been concentrated and carried on upon one uniform system.

In most cases where a National school exists *alone* it fails fully to meet the wants of the people.† The Rev. H. L. Jones, the clerical Inspector of this district, bears the following testimony on this point:—

"The number of children in Welsh schools, whose parents belong to the Church, is commonly so very small, that it requires great experience and delicacy of feeling to treat their young minds as they should be. Catechetical teaching is commonly cut down as closely as possible, and doctrinal instruction is of the scantiest kind,—necessarily it will be said, but the effect of this, on the minds of young children, willtell fearfully in future days; and in the meantime, the examination of a Welsh school in religion is a part of my duty, which, as an inspector, I cannot approach without great anxiety."

This whole difficulty arises from the religious instruction being based upon formularies with which the people, for the most part, have no sympathy, and to which, indeed, they feel

* The following is an exact statement of the number of British Schools now existing in North Wales:—

No.	County.	Under Inspection.	Not under Inspection.	Average Attendance.
11	Anglesea - - - - -	6	5	110
24	Carnarvonshire - - - -	5	19	115
9	Flintshire - - - - -	2	7	90
19	Denbighshire - - - -	9	19	108
15	Merionethshire - - - -	6	9	95
7	Montgomeryshire - - -	3	4	85
85		31	54	

† Bright exceptions to this remark do exist, and in no cases more strikingly so than in the model schools at Caernarvon, and the excellent National school of Conway.

frequently a lively opposition. On the other hand, the Bible is reverenced throughout Wales in the highest possible degree; and any one basing his religious lessons upon it gains easily the entire confidence of the parents, and obviates all the antagonism with which religious teaching, based upon established formularies, is sure to meet from the parents of the children at home. No one, I think, could regard this manner of conveying religious instruction as involving any real imperfection, for, with the present complete development of the Sunday school system, all the different bodies can readily inculcate their own catechism upon the minds of the children belonging to them through this peculiar instrumentality.

Again, where two schools exist together, one a National and the other a British, the case is not always improved. Most of the towns and all the villages of North Wales are far too small to render two schools necessary or desirable. Where they do co-exist, accordingly, they become easily the occasion of infinite rivalry and opposition, the final result being, that one good school is spoiled for the sake of keeping up two sickly ones. As far as I have had the opportunity of speaking with the managers of British schools, they all express themselves ready to join in any united system, where the managing power is equally balanced, and the religious instruction is given from the Bible alone. It only needs, I conceive, a willingness on the part of the clergy in Wales to co-operate with others on equal terms, to give to the Principality one united system of national education.

Further disparities.

The desirableness of working towards this result appears greater when we consider that the general statistics, above referred to, do not at all adequately represent the great local disparity which exists between the Church and the Dissenting population. On this point Mr. Jones remarked, in his last report, as follows:—

"I may be permitted to express an opinion pretty generally entertained in my district, that the work of education requires extension in the remoter parts of the country, by public measures, probably differing in degree, if not in kind, from those hitherto adopted. In my last report, a scheme for meeting the wants of some peculiar localities was brought forward; but in the absence of a map, whereby the limits of public aid can be brought at one glance under the eye even of a careless observer, I feel it will be of little use to say more upon the subject, except that, as a general result, the schools under inspection will be found lying in an irregular band, circling round the coasts and the mountain chains, while the inner parts of Wales—the backbone of the country—some 40 miles wide, and extending about 100 miles from north to south, are still furnished only with the most inadequate means of instruction."

The reason of this phenomenon is obvious. Around the seaboard of Wales there is a mixed population. Industry has

gathered somewhat larger masses of people together, and intercourse with other parts of the world has introduced a more extensive English element. Here, accordingly, both National and British schools have been able to spring up, which, nurtured by the Government grants, have, either one or the other or both, maintained some degree of vigour and vitality. On the other hand, the central regions are *almost wholly Welsh* both in character and language; and this native population belongs almost exclusively to different sections of Protestant dissenters, so that here almost all the interest that is felt in popular education gathers round the *British system.*

That education here is defective, particularly in the country villages is true, but in the present state of things it is inevitable. The dissenters are frequently too poor to maintain schools, and the wealthier families belonging to the church are too *few.* Moreover, where benevolent churchmen *have* instituted schools, with the aid perhaps of considerable Government grants, they are sometimes standing almost empty, when a British school in the same locality would be crowded. Unite the efforts of all parties on some common ground (like that of the British and Foreign School Society), and there is no apparent obstacle left to the rapid and effectual spread of education throughout the whole Principality. Most persons acquainted with the peculiar character of the country, agree that *some kind* of alteration is desirable in regard to the Government Minutes so far as Wales is concerned, if they would secure a large amount of success. I humbly suggest, therefore, in conjunction with my colleague Mr. Bowstead, that any fresh measures that may be adopted should aim at one broad system, in which the people at large could sympathise, and all the religious bodies freely unite.

Factory schools;

Turning now from the population of North Wales to that of South Lancashire, with the bordering region of Cheshire, we come into the midst of the factory operatives, and have presented to us a phase of industrial life which has many marked peculiarities of its own. The notion, which has been a good deal entertained at a distance, that there are vast masses of young life crushed, enfeebled, and ultimately *used up* by the greedy demands of factory labour, is, at the present time at least, singularly *untrue.* While there may be instances in the large towns of poor, dirty, and neglected children being taxed perhaps beyond the little strength they possess; and instances too of old unhealthy factories, some of which are kept, for specific purposes, at a tryingly high temperature; yet the juvenile factory population *as a whole,* particularly around the large establishments in the country, are as strong, as healthy,

as cleanly as any others, and far better paid than any persons of the same class throughout the country.

But then, what provision is made for their education? More provision, I reply, is made or *being* made than persons who are not acquainted with the details of factory life would readily imagine. In few parts of our country, if any, could we find school establishments so large, so complete, so expensively fitted up, and so liberally supported by a few individuals, often by a single firm, as can be found studded here and there throughout the manufacturing towns and villages of Lancashire and Yorkshire. In many populous localities I am well assured that the supply *fully* equals the demand for primary education; although in the densely populated towns and remoter villages it can hardly be supposed that this, for some time to come at least, should be the case. Give the efforts now making a little more time to develope, and I doubt whether the reproach which has so long attached itself to the working population of England, as being amongst the worst cared for in point of education of any people in Europe, will not be *precisely reversed*, as far as the districts I am now speaking of are concerned. their development.

But, then, is not the fact that children are taken so early to factory labour, one which is fatal to any hope of our ever seeing them really well instructed, or properly developed to any degree of intellectual power or refinement? No doubt juvenile labour, in the measure in which it is now ordinarily employed, is a *great evil;* an evil too which militates seriously against the real progress of the factory population in mental enlightenment. At the same time, the evil does not exist to a greater degree than it exists amongst the other labouring classes throughout the community. Wherever you go, the uniform complaint of the teacher is, *that the children stay too short a time.* This is a defect I imagine, which springs out of the *general condition* of our country, as presenting peculiar difficulties to the labouring population, in the expensiveness of almost all articles of daily consumption. In cheap times we always find the schools more largely attended, and the average age of the scholars sensibly higher than in dear ones. Effects of juvenile labour.

With regard to the *possibility* of instructing the children of the factory operatives, who are themselves employed in factory labour,—of instructing them, that is, to a degree which may be termed *satisfactory*, as a basis for their future life; on this point there is a considerable diversity of opinion. After the experience of some years amongst schools of this class, I cannot do otherwise than come to the conclusion, *that though a completely satisfactory amount of education is comparatively* Problem of factory education.

rare, yet, that where circumstances are favourable, there is no reason that it should not exist; and that, too, in connexion with the entire present system of factory labour.

The factory boy;

A few words will suffice to give a correct idea of the ordinary position of a factory boy in South Lancashire. Born ordinarily of parents who are themselves usually attached to some branch of the cotton manufacture, he enters the factory usually at about nine or ten years of age, sometimes a little earlier, sometimes a little later. The Factory Act provides that he shall never enter *before* he has turned eight; that he shall never be allowed to work more than six hours a day, nor beyond 6 o'clock in the evening; and that he shall attend school three hours a day (excepting Saturdays) until he is thirteen years old, when he may be passed as a "*full-timer*,"—that is, may leave the school altogether, and work ten hours in place of six in the mill.

his disadvantages;

Now, this position presents both advantages and disadvantages, viewed in relation to the rest of the juvenile population of the country. The disadvantages are these:—that a child only eight or nine years old is subject, not indeed to any hard work, but to the lot of being subjected to the monotonous drudgery of the factory for six hours a day, at a time when the mind is most fitted for gaining useful knowledge, and otherwise naturally inclined to change and sport; that although he *does* go to school, yet the time of instruction is shortened one half; that the mind is divided between the prosecution of his industry and the attention due to his elementary studies; that he gets early mixed up with a miscellaneous class of workpeople of both sexes, not always or perhaps *generally* disposed either to good habits or decent language; and, lastly, that when actually in school, he does not find, for the most part, arrangements well adapted for aiding his progress in learning, or fitted to the peculiar circumstances under which he attends.

his advantages;

The advantages of his position, on the contrary, are these;—that he is attached to a branch of industry which is sure to afford him, not only the necessaries, but even many of the comforts of life; that the attrition of mind that takes place amongst the operatives spreads an atmosphere of intelligence amongst them which makes the very process of existence more educating to the young than it is under less favourable circumstances; that if the child is employed in the factory at all, he *must* also go to school, which might not otherwise be the case; that he is obliged to attend school *regularly* upon pain of losing his labour; and lastly, that whilst most children through the country leave school at about eleven or twelve

years of age, he is *obliged by law* to stay on till he is thirteen.

different circumstances in which he is placed;

Now, the advantages and disadvantages operate very differently under different circumstances. In the large towns the work people are more independent of their employers; come less under any system of moral influences intended for their benefit; change about according to caprice or the hope of bettering themselves, from one firm to another, removing their children from factory to factory, and, consequently, from school to school, according as opportunities may offer. Here the factory boy is often, without question, *badly off*. No one looks after him in early years to get him instructed in elementary knowledge, before he begins his life's labour. When once he gets into the factory he has to begin his alphabet just at the same time that he begins his manual labour; the atmosphere of the mill puts precocious ideas into his head, and gives him a distaste for all learning; and thus, by the time he is passed on as a *full-timer*, his education has, in fact, hardly commenced.

better off in country factories.

On the other hand, in country establishments, and in others, too, where masters take a lively personal interest in the welfare of their workpeople, the circumstances of the child are very different. A complete educational establishment is brought within the reach of all; the parents are *encouraged* to send their children to the infant school as early as possible; changes are comparatively unfrequent, so that the child is not removed from school to school, or made perpetually to begin his learning over again; at nine or ten he enters the school as a "half-timer," with the first drudgery of learning already overcome; and, as he is *obliged* to stay till he is thirteen, and attend with the utmost regularity, the master has an excellent chance of building up a good superstructure upon the foundation laid during the first tender years of his life.

Lees British School.

To illustrate the above description, I shall give some brief account of a school to which I have before referred with approbation, and which has, perhaps, more successfully than any other, solved the problem of factory education *under existing circumstances*,—I mean the British school at Lees, near Oldham. The present teacher, Mr. Adkins, to whom the success of the school is mainly due, commenced his labours here in April, 1847, with 30 day scholars and 80 half-timers. At the last examination, there were 250 day scholars and 160 half-timers, children of both sexes being mixed throughout all the classes from the highest to the lowest.

The entire school is divided into two portions, which are taught in two distinct rooms. Each portion is again divided

into 4 classes, the average number in each class being 51 on the books, and about 45 in actual attendance; the number in the higher classes, however, preponderating somewhat over those of the lower division.

With regard to the day scholars and the factory children, no distinction is made in their classification. Every child in the schools rises to his proper class according to his ability and progress. The time table, however, is so arranged, that exactly the same subjects are taught, and taught in the same order, both in the morning and the afternoon school. In this way, every factory scholar, at whatever time he may attend, goes through precisely the same course, and the day scholars have the advantage of double lessons. In point of fact, it is found that the factory scholars keep pace *very well* with the rest, and rise up generally into the higher classes before they leave the school. At my last inspection, 110 out of the 160 half-timers were in the upper division of the school. The fact, that they are enabled to compete with those who spend double the time in school, may be accounted for on several grounds: First, the school arrangements are so made, that at whatever part of the day they attend, they have a school organization expressly adapted to their wants: Secondly, they are obliged to be more regular in attendance than day scholars usually are: and thirdly, they stay considerably longer. These circumstances, united with a stimulating process of class teaching that leaves no time for listlessness, compensate tolerably well for the disadvantages of half-time attendance. No doubt, the disadvantage would be greater, if but few only were accustomed to enter the school previous to their becoming factory hands; but where early attendance is secured in the infant department, and the other advantages are added, experience shows that the factory boy may be *educated*, and educated well.

To show what I mean by his being educated *well*, I will give a brief sketch of the course regularly gone through in the present instance by each of the eight classes.

Reading. First, with regard to *reading* (upon which particular stress is laid), the eighth, or lowest class, consisting of about 35 children, is subdivided into eight small drafts, each draft being supplied with a trained monitor from the upper division of the school, and the whole superintended by a pupil-teacher, who recapitulates the lesson collectively, when it is finished, and questions upon it. By thus securing a great deal of individual practice, the children pass very rapidly through the alphabet and monosyllable classes, and then commence to read easy narratives. A fortnight is the average time spent by a child of five or six years of age in mastering the alphabet; and a

very few months is generally sufficient to bring him up through the different processes so as to read an easy narrative fairly.

The seventh class, numbering about 45, is employed in reading easy narratives. This class is divided only into two sections, taught by a pupil-teacher and a monitor. The monitors, I should say, are all taken from the upper division, and are only occupied three-quarters of an hour every fortnight.

The sixth, fifth, fourth, and third classes, numbering about 200 children in all, read books of general information, chiefly upon geographical subjects, *and spell the lessons all through when read.*

Lastly, the two highest classes (about 100 in number,) read almost any kind of book that may be employed, with considerable fluency, and spell all the difficult words at the close. Thus, in a school with 410 on the books, there were at my last visit, only 38 in monosyllables, 50 in easy narratives, and 322 in books of general information, *a large proportion of the high classes being factory children.*

Writing. All the children in the school learn writing from the time they enter. Of the 410 on the books, 372 were writing on paper and 38 on slates. The writing is neat and creditable.

Arithmetic. The arithmetic lessons are two-fold. At one time the *principles* are explained and illustrated from the black-board; at another, questions are given out for solution. The youngest scholars are taught *orally;* of the rest, 117 were doing the simple rules, 80 the compound; 145 worked from proportion up to fractions and decimals; and 30 had commenced algebra. In the arithmetic sections the classes are differently arranged: but they remain the same for every other subject.

Geography. Geography is taught throughout the whole school according to the following scale, each portion being well impressed before they proceed to the next.

8th Class. England—boundaries and counties.
7th „ England—size, towns, physical outlines.
6th „ England—physical and political.
5th „ Scotland and outlines of the world.
4th „ British Isles, and the world more accurately.
3rd „ Europe in detail.
2nd „ Asia in detail.
1st „ Palestine historically, and world in detail.

Grammar. Grammar is taught only to the upper half of the school, *i.e.*, to the four first classes. The fourth class learn to distinguish accurately the parts of speech. The third class learn etymology as far as the moods of the verbs. The second class learn to parse generally; and the first class learn analysis, as far as the compound sentence. The analysis class showed remarkable

progress in a subject usually very imperfectly taught in the primary school.

History. The three higher classes have lessons in English history. The third commences with an outline of the early history of England, down to the accession of the house of Lancaster. The second takes the period from the accession of the house of Lancaster to the reign of Queen Elizabeth. The first class follows up the main facts of English history, from the reign of Queen Elizabeth to the present time.

In addition to this, dictation is done by about half the school with very considerable success, and mental arithmetic carried out to a large extent; so much so that it is a common exercise to give a number such as this, 78,654,931 to be multiplied by 6 or 8 or 12, and the correct answer to be given in a few seconds *without the use of pen or pencil.* Of course the difficulty here lies simply in the power of concentrated attention; but the mind which can be brought to concentrate itself upon any one thing, will soon prove to be an instrument capable of an indefinable amount of labour in many other branches as well.

This, then, is a fair statement of the course through which the scholars, whether whole-day or half-day attendants, are taken. The amount of benefit they derive from it will, of course, very much depend upon the character of the teaching. As the school is adapted to a somewhat rough population, the teaching necessarily partakes, more or less, of that character. It is marked by a large amount of vigour and intelligence. The ground-work of mental labour is pursued with a true Lancashire spirit; and, though the school could not boast the *finish* which many, differently situated, can attain to, yet a great practical end is gained in developing that rough energy and native mental activity, for which this part of the country has been noted, into useful and practical channels.

I have not dwelt upon this particular case so largely because it presents features in any way superior to many other schools (not factory ones) in the same district; I have presented it simply as being a very successful solution of the problem of *factory education.* Here is an instance in which a good, useful, and somewhat extended education can be gained in connection with the half-time system; and what is possible in one locality may certainly, under proper conditions, be realized in another.

For the information of other teachers employed in factory schools, I append the time-table, as now in use.

TIME TABLE of the LEES ZION BRITISH TRAINING SCHOOLS.—1855.

Higher School, containing the Four highest Classes.

9.15. 9.30.	9.30. till 10.15.	10.15. till 11.0.		11.15. till 11.45.	11.45. till 12.30.
The schools opened by one of the masters reading a portion of Holy Scripture.	1st and 2nd Classes. Writing on paper four times a week; dictation on slates once. 3rd and 4th Classes. Reading, spelling, &c.	1st and 2nd Classes. Reading, &c. 3rd and 4th Classes. Writing on paper four times, and once from dictation on slates.	Recreation.	1st, 2nd, 3rd, and 4th Classes. Grammar, including analysis for the 1st class) and lessons in geography. each subject every alternate week.	1st, 2nd, 3rd, and 4th Classes. Mathematics four times a week; mental arithmetic once. In every class the rules are well explained, and numerous examples wrrked out on the black-boards.

Lower School, containing the Four lowest Classes.

Same as above.	5th and 6th Classes. Reading, questioning, and spelling. 7th Class. Writing on paper. 8th Class. Writing on slates.	5th and 6th Classes. Writing on paper. 7th and 8th Classes. Reading, &c.	As above.	All four classes geography. 8th class dismissed at 11.45.	5th, 6th, and 7th Classes. Slate arithmetic, (with numerous examples on the black-board) four times a week; mental arithmetic once ditto. Dismissed at 12.30.

For the convenience of the factory children the same subjects are taught in the afternoon, and in like order.

There are many other schools in my district that I hope to single out for some special remarks as the opportunity occurs. Foremost among these stand those at Warrington, Stockport, Peter Street and Moseley Street, Manchester, Bolton (Bridge Street); Droylesden; Hope Street, Liverpool, and one or two in Wales. I hope to show that these and similar schools, though unhappily more rare than one would fain wish, are doing the work of education in such wise, as must tell powerfully upon the character of the next generation, and develope a phase of intellectual life among the working classes of which we have had hitherto but little experience.

I have the honor to be, &c.

J. D. MORELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY J. D. MORELL, ESQ.

SUMMARY *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
123	41	36	28	77	32,741	19,297	21,365	114	394

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
4·66	5·46	7·0	10·06	11·98	13·25	13·75	12·36	10·1	7·32	2·95	1·71

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
39·23	32·95	11·8	7·5	4·47	4·06

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of 113† of Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
120 19 3	4,836 13 3½	9,832 9 9	1,648 4 11½	16,438 7 3½	17 0½

Aggregate *Annual Expenditure*, as stated by Managers, of 113† of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b* relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
12,845 3 8	1,236 4 8½	3,513 1 7½	17,594 9 11½	18 2½	19,297

* At the date of closing these Summaries.
† The number of Schools inspected during the year was 123; but from 10 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	108 9 0	77	15
	Uncertificated	78 2 5	29	12
SCHOOLMISTRESSES	Certificated	70 7 3	26	4
	Uncertificated	43 0 0	29	-
INFANTS' SCHOOLMISTRESSES	Certificated	54 0 0	11	3
	Uncertificated	30 8 4	18	-

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
113	24,014	14·92	36·12	23·61	17·95	7·4

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No. of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
123	41	36	28	77	32,741	19,297	21,365	114	394

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
4·06	5·46	7·0	10·06	11·98	13·25	13·75	12·36	10·1	7·32	2·95	1·71

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
39·22	32·95	11·8	7·5	4·47	4·06

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of 113† of Schools enumerated in Summary *a*.					Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
120 19 3	4,836 13 3½	9,832 9 9	1,648 4 11½	16,438 7 3½	17 0½

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Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
12,845 3 8	1,236 4 8½	3,513 1 7½	17,594 9 11½	18 2½	19,297

* At the date of closing these Summaries.
† The number of Schools inspected during the year was 123; but from 10 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	108 9 0	77	15
	Uncertificated	78 2 5	29	12
SCHOOLMISTRESSES	Certificated	70 7 3	26	4
	Uncertificated	43 0 0	29	-
INFANTS' SCHOOLMISTRESSES	Certificated	54 0 0	11	3
	Uncertificated	39 8 4	18	-

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
113	24,014	14·92	36·12	23·61	17·95	7·4

GENERAL REPORT *for the Year* 1855, *by Her Majesty's In*
spector of Schools, MATTHEW ARNOLD, Esq., M.A., *on th*
BRITISH SCHOOLS, *and the* WESLEYAN *and other* DENOM
NATIONAL SCHOOLS, *inspected by him in the* MIDLAN
METROPOLITAN, *and* SOUTH-EASTERN DIVISION *of* ENGLAN

MY LORDS, London, January 1856.

I HAVE the honor to present to your Lordships m
General Report for the past year.

Limits of district.

Since my last Report the limits of my district have unde
gone no change. Many new schools have indeed come unde
my inspection within its limits, but I have no longer to recor
as in former years, a change in these limits themselves.
have no longer to report on the state of education in parts
the country where the schools have only been a year unde
my inspection, and have as yet, therefore, become only ver
inadequately known to me: there is no county in my presen
district the schools of which I have not inspected at leas
twice; and I feel myself now tolerably well acquainted wit
them.

London schools.

The schools in the most important part of my district, i
London, I have now inspected three times; and the presen
appears to me a good opportunity for making one or tw
remarks upon their condition. I am more and more impresse
with the idea that they are not in so satisfactory a state
they should be; that not only do they not as a whole surpa
country schools, but that they do not even, as a whole, rise t
their level. Excellent schools there are, no doubt, among thos
under my inspection in London, as elsewhere; but excelle
schools everywhere are few in number, and pretty much on
level in excellence one with another: it is of schools neithe
excellent nor very bad, of schools of average character, neithe
the highest nor the lowest, of the great majority, therefor
that I speak. In London these schools seem to me not t
reach so high a standard as schools of the same class in man
parts of the country.

Yet this is at first surprising. It appears, at first sight, a
if the schools of a metropolis had advantages over schools i
the country, which ought to ensure to the former the sup
riority. They exist in a great centre of wealth and intell
gence, where their promoters have remarkable facilities fo
combination of effort; the teacher, often cheerlessly isolated i
the country, has in London the best opportunity for sel

improvement, and for help and stimulus from others of his profession; the school children—always quick-witted in large towns, where the daily spectacle of a varied and powerful life passing before their eyes sharpens their intelligence—particularly alert and quick-witted in London, have besides in London this special advantage, that their reading, in spite of some faults of pronunciation, has a purity and delicacy of tone and accent which is quite remarkable. And of the work produced in elementary schools, how great a part consists in the reading; and what an advantage for making a favourable impression on the spectator have those elementary schools in which the tone and accent of the reading are agreeable. Yet, notwithstanding this advantage, an ordinary London school does not, I repeat, make a favourable impression upon the spectator when he contrasts its instruction and discipline with those of an ordinary school in the country.

Manchester schools.

Manchester is but the metropolis of a province; and in Manchester schools, certainly, the school-children do not start with any advantage in point of their reading accent: yet the recent examination for Queen's scholarships seems to show, that the life and intelligence of even this provincial metropolis communicate themselves to the schools within it in a manner which ensures to them a superiority over others excluded from like benefits. The schools of London do not show the same relative superiority.

Peculiar circumstances of London schools.

Is it that the excitement and intensity of London life are *too* powerful; that they operate on those connected with elementary schools not as stimulants, but as distractions; that, in London, managers are so overwhelmed with the pressure of business, with the calls of other pursuits, that they find it peculiarly difficult to bestow on their schools more than a hurried and intermittent attention; that teachers have so many sources of interest offered to them outside their schools, so little encouragement and supervision from their managers within them, that they too find it harder here than elsewhere to bend themselves to the hearty performance of a uniform, unpretending, and laborious duty; that school-children, in their turn, are here particularly inaccessible to prolonged influence and regular discipline? Is it, in short, that the activity of all kinds, which in other large towns exerts a favourable effect on the development of elementary schools, exists in London in an overpowering degree, and becomes prejudicial to them?

This question I will not now discuss. I will say only that examples, such as the Abbey Street British Schools in Bethnal Green, suffice to show what results may be produced even in

the midst of the distractions and hindrances of London, by a teacher adapted by nature to his work, and pursuing it with resolute zeal for many years. And other schools in London I could name which show the like. I name this, because it has existed so long in its present state of efficiency that it affords a secure test; while the others, which I have in my mind, are still forming, rather than completely formed, and have not yet, in their present state at least, undergone the ordeal of time. But I pass on to name two special points in which, apart from all consideration of the general influence of London and London life, the schools under my inspection in this metropolis, as compared with those elsewhere, appear to me to stand at a real disadvantage.

Disadvantages under which those under my inspection labour.

Want of supervision by ministers of religion.

The first point is, the want of supervision by ministers of religion. It is well known what an advantage the National schools enjoy in the constant visits of the parish clergyman, of whose pastoral duties the care of his schools is now almost universally considered to form a main part. He is the member of the school committee generally the best qualified in all respects, always the best qualified in point of leisure, to attend at the school; for that attendance, which with lay members of the committee is an *interruption* of their ordinary day's business, is with him a *part* of his ordinary day's business. And the advantage of this supervision to the teacher, not merely in keeping him at work and vigilant, but in the cheerfulness and encouragement conferred by the presence of one who presents himself (as, to the honour of the clergy be it said, is generally, I believe, the case,) as a fellow labourer, rather than as an over-looker, is so evident that I need not enlarge upon it. But this supervision, far too often wanting in the British and Wesleyan schools which I inspect in the country, is, I regret to say, almost wholly wanting in those which I inspect in London.

I believe, indeed, that with Dissenters the personal care of schools is not so universally considered one of the first and indispensable functions of the minister, as it now is with members of the Church of England. And I am aware too, that with regard to many of the British schools which I inspect, there exists a special reason for that absence of the ministers of religion of which I complain, namely, that in these schools the minister has adhered to the voluntary principle when the lay members of his committee have abandoned it; that they have connected their school with the Committee of Council against his will, and that he therefore has relinquished all participation in the management of it. This may, in many cases, account for the absence of the minister of

religion in British schools; but that absence is not, because it may thus be accounted for, or less unfavourable to the welfare of the schools. With Wesleyan schools the case is different. The Wesleyan body, as represented by their educational committee, have accepted the principle of connexion with the Committee of Council: there is not among them, I believe, any important body of malcontents on this point; indeed, it would be hard to discover in the tenets of the Wesleyans, who are very different in this respect from the Independents and others, any ground for opposition to this principle. Consequently, in the committees of Wesleyan schools under inspection the lay and clerical members of the Wesleyan body are united; and there is no reason why I should not meet in the schools which I inspect Wesleyan ministers as well as Wesleyan laymen. Indeed, the attendance of ministers in Wesleyan schools is, I know, strongly encouraged and inculcated by their general education committee, and by the authorities of their central institution at Westminster. And in Wesleyan schools in the country, accordingly, it is becoming, I am glad to say, a more and more frequent occurrence for me to meet the minister in the school; and more than this, to find that he habitually visits it, and attends to it. In the Wesleyan schools in South Staffordshire, particularly, I find that the Wesleyan minister attends as regularly as the parish clergyman in the National school. But at Wesleyan schools in London it seldom happens that I meet a Wesleyan minister; it seldom happens that I hear of his visits and personal attention being bestowed upon the schools throughout the year.

Want of good school accommodation.

The second point in which I find the majority of London schools at a disadvantage is, the want of good school accommodation. In no school premises anywhere, so far as my observation goes, is want of space, want of cleanliness, want of ventilation, want of playgrounds, so much felt as in school-premises in London. One would have hoped that the difficulty of obtaining extensive school-premises in London, arising out of the great value of space, would have been counterbalanced by the facility of obtaining in London a more numerous and a more wealthy body of subscribers: one would have hoped at any rate that cleanliness and ventilation might be provided for, even though the school-premises were inconvenient and insufficient. But this does not prove to be the case. Yet nowhere are good school buildings, and, above all, a good playground, such a potent means of attraction to scholars as in London; for nowhere are the benefits of air, light, space, and free means of exercise, so scantily possessed by them in their homes. The spacious playgrounds attached to the Wesleyan practising schools in Westminster, in the midst of a densely crowded and poverty-stricken locality, form, in my opinion,

one of the most delightful features of that institution; and form also one of its best agents in the work of humanizing and civilizing the neighbourhood in which it is placed.

School organization in London and in the country improved.

If in respect of school-buildings the country parts of my district are more fortunate than London, yet in London no less than in the country I begin to find, I am glad to say, a more satisfactory state of things than formerly with regard to school-fittings and school organization. Increasing experience leads me more and more to prefer the Battersea plan of school organization—the plan now usually adopted in National schools—with some modifications, to any other. The new model of organization proposed by the Wesleyan education committee for their schools, follows this plan in its main features; so far as it departs from it by introducing a large gallery, and diminishing in consequence in school-rooms of ordinary size the number of the rows of desks, it is, in my opinion, inferior to it. But this large gallery is a point by which the Wesleyan body hold fast: they declare it an indispensable agent in their system of conveying religious and moral instruction; and as with this part of the instruction in their schools your Lordships have bound yourselves not to interfere, before this declaration I have only to incline myself and be silent.

New British plan of school organization.

The plan of organization followed in the model schools of the British and Foreign School Society in the Borough Road, and adopted by many British schools, is altogether different from that followed in National and Wesleyan schools. It was recommended by the late Mr. Fletcher, and a full account of it by him was published in your Lordship's Minutes; but he died before he had had much experience of the mode in which it worked. I will frankly avow, that I find several inconveniences in it. It appears to me to provide too little desk accommodation, to occasion too much moving about, too many changes of place; and to cause a distribution of the school in which the main divisions are too large, and the subdivisions too small. To illustrate my objections, I will take the case of a school of 150 children organized on this plan. Of these, 50 will be on the gallery, 50 in the desks, and 50 on the floor. The better a school is, the more of the work done in it is work which is best done at the desk—by the scholar in a permanent station, with the means of writing conveniently: in a good school of 150 children, there will be more than 50 scholars whose work is advanced enough to make it desirable that they should have this advantage. Then, in order that each body of 50 may have the benefit of the desks in its turn, it is obvious that several changes of place will be necessary during the day; these repeated changes *of place must* occasion noise, wear and tear of floors, tem-

porary interruption of studies; all avoided when the organization is such as to permit the scholar to have his fixed place at a desk. Again, the school is divided into three bodies of 50; each of these is too large to be adequately handled by one teacher; accordingly, they are in fact broken up into small divisions, not always sufficiently differing either in respect of their numbers, or of the inadequate teaching power necessarily assigned to them, from the drafts under monitors on the old monitorial system.

General rule to be observed in organizing a school.

The general rule on which I insist is this;—*the scholar, to get on, should have a fixed place, and that place at a desk.* This rule I have gathered from all the experience which I have had; and I find, indeed, that the teachers of schools organized on the new British plan practically acknowledge its force, by giving to the highest and most advanced division of their school the greatest number of hours at the desks. But what I say is, that in a good school there is a greater number of the children than one third who are capable of profiting by this advantage; and the result of the present plan often is, that while one third of the school, the highest division, having this advantage, is very well brought on, the other two thirds, the middle and the lowest division, are handled too much like divisions of infants, and exhibit, in proportion to the rest, too low a rate of attainments accordingly.

Great importance to schools of their organisation.

I have no hesitation in enlarging upon this matter of school organization, because experience impresses me more and more with a sense of its importance. Next after the character of the master (long after it, certainly, but next after it), that which acts most powerfully to determine the condition of a school is, I think, its organization. It is hardly possible adequately to describe to those who have not experienced it the sense of relief and satisfaction felt on entering a school, which one has formerly known ill-arranged and ill-organized, for the first time after it has been re-arranged on a good plan. What was formerly intricate, confused, difficult to discipline, difficult to inspect, now lies before you simple, clearly divided, comprehensible: to every one his labour is lightened; the teacher himself can hardly comprehend how what seemed a mere mechanical alteration can have led to so great a moral effect. I appeal to the teachers of those schools in my district where a new plan of organization has been introduced with eminent success, to the teachers of the Leicester British School for instance, and of the Somers Town British School in London, whether they themselves were prepared for the extent to which they have reaped benefits from the reorganization of their schools. Experience alone has convinced them of it, as it has convinced me also.

This is a matter, too, in which it is hard to conceive that party spirit should operate. No one can have any desire but that the best plan of organization should prevail: all the old plans have been found inadequate: of these old plans, the original British plan was, in my opinion, eminently the best, and the old National plan eminently the most inefficient: but all have failed to answer the present requirements of elementary schools, and a new plan has gradually evolved itself, which has been the slow fruit of experience, which is even yet not fully matured, which is the especial property of no sect or society, although by National schools it has now, I believe, very generally been adopted.

Standard of attainment in schools under my inspection.

The standard of attainment in the schools under my inspection continues generally at much the same level as in the year 1854, and is satisfactory. The needlework in girls' schools has, I am glad to think, been more attended to, and has improved.

Is too much taught or attempted to be taught?

I hear many complaints that too high a standard of attainment is now required in elementary schools; that the exact point up to which it is desirable to instruct the children attending them has been considerably outpassed; that the children are more and more instructed in subjects injudiciously chosen, and in a manner to unfit them for their future station and business in life.

These complaints have in them, I think, something true and something false.

It is not true, I think, that the course of instruction in elementary schools generally embraces too many subjects, or is carried on in any of these subjects too far. Certainly it is not true with regard to those elementary schools which I inspect. These are not attended, as I have repeatedly said, by the lowest and poorest class of children: they are attended often by children who might well lay claim to an instruction of a more comprehensive and advanced kind than that which they obtain in them: they are attended universally by children who may well lay claim, on the score of social position and future prospects in life, to be instructed not only in reading, writing, and the elements of arithmetic, but also in the higher rules of arithmetic,—in geography, in English grammar, and in English history. I do not mean to affirm it as my opinion, that there are degrees of instruction exactly proportioned to the degrees in society; but I place myself in the point of view of the complainants themselves, and I say, that the children in those schools which I inspect belong to a class for which the complainants themselves would allow that such an instruction as they receive was neither improper nor over-ambitious.

But it is true, that where schools profess to teach industrial work, or to train children for a certain occupation, and do not teach that work, or teach it inadequately, do not train the children for that occupation, or train them inadequately, then there is ground for complaint. In industrial and reformatory schools, for instance, instruction in a certain industrial work is the main object of the institution: there is cause for complaint if that main object is missed, whether it is missed because the special instruction has been in itself bad, or because it has been thrust out by the teaching of other subjects. In girls' schools, again, there is, there must always be, a branch of industrial instruction indispensably professed—instruction in needlework: if this is given ill, if the girls cannot do plain work well, there is cause for complaint: it is no excuse that time has been occupied in teaching other branches of instruction well, if one indispensable branch has been neglected In all these cases it is necessary to define clearly what the aim of the school is, or should be, and to judge the school accordingly as it attains or misses that aim.

Scholars and teachers.

Much of the exaggeration respecting the over-teaching in elementary schools arises, I think, in the following way. People read the examination papers, which are printed from year to year in your Lordships' Minutes, and exclaim at the rate of attainment demanded; as if the rate of attainment demanded by those examination papers was the rate of attainment demanded in elementary schools. They forget that these examination papers are for *teachers*, not for *scholars*.

Rate of attainment to be demanded of teachers.

Yes; but, they say, why demand so much learning from those who will have to impart so little?—why impose on those who will have to teach the rudiments only of knowledge to the children of the poor, an examination so wide in its range, so searching in its details?

The answer to this involves the whole question as to the training of the teachers of elementary schools. It is sufficient to say, that the plan which these objectors recommend, the plan of employing teachers whose attainments do not rise far above the level of the attainments of their scholars, has already been tried. It has been tried, and it has failed. Its fruits were to be seen in the condition of elementary education throughout England, until a very recent period. It is now sufficiently clear, that the teacher to whom you give only a drudge's training, will do only a drudge's work, and will do it in a drudge's spirit: that in order to ensure good instruction even within narrow limits in a school, you must provide it with a master far superior to his scholars, with a master whose own attainments reach beyond the limits within which those of his scholars may be bounded. To form a good teacher for the

simplest elementary school, a period of regular training is requisite: *this period must be filled with work:* can the objectors themselves suggest a course of work, for this period, which shall materially differ from that now pursued; or can they affirm that the attainments demanded by the certificate-examination exceed the limits of what may without over-work be acquired within the period of his training, by a man of twenty or twenty-one years of age, of fair intelligence, and of fair industry?

I have the honor to be, &c.

MATTHEW ARNOLD.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY M. ARNOLD, ESQ.

SUMMARY *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.* institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
117	57	45	21	50	28,425	18,692	18,385	97	368

Per-centage of Children on *School Registers*

Aged.											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·34	4·07	7·0	11·97	13·68	14·39	14·11	12·11	8·52	5·85	3·32	1·64

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
27·34	43·74	12·75	8·06	4·83	3·28

SUMMARY *b*.

Aggregate *Annual Income* as stated by Managers, of 114† of Schools enumerated in Summary *a*.												Average Income per Scholar in attendance.†
From Endowment.			From Voluntary Contributions.			From School Pence.			From other Sources.			TOTAL.			
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£ s. d.
474	5	9	5,616	9	3½	8,288	2	7½	5,419	1	3½	19,797	18	11½	1 1 8

Aggregate *Annual Expenditure* as stated by Managers, of 114† of Schools enmerated in Summary *a*.									Average Expenditure per Scholar in attendance.‡			No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.			Books and Apparatus.			Miscellaneous.			TOTAL.						
£	s.	d.	£	s.	d.	£	s.	d.	£.	s.	d.	£	s.	d.	
13,325	18	1	1,401	11	7½	4,709	14	7½	19,437	4	4	1	1	3½	18,275

* At the date of closing these Summaries.
† The Number of Schools inspected during the year was 117; but from 3 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

Summary *c*.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ *s.* *d.*		
Schoolmasters	Certificated	101 16 8	66	15
	Uncertificated	81 16 0	42	17
Schoolmistresses	Certificated	69 10 3	28	2
	Uncertificated	42 11 5	35	3
Infants' Schoolmistresses	Certificated	80 2 11	5	2
	Uncertificated	36 0 3	19	5

Summary *d*.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
102	19,870	16·85	35·44	28·9	13·16	5·65

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools*, J. BOWSTEAD, Esq., M.A., *on the* BRITISH SCHOOLS, *and on the* WESLEYAN *and other* DENOMINATIONAL SCHOOLS, *inspected by him in the* SOUTH-WESTERN DIVISION *of* ENGLAND, *and in* SOUTH WALES.

MY LORDS, January 1856.

SINCE the close of 1854 the number of schools receiving annual aid in my district has increased from 159 to 187; the number of certificated teachers, from 86 to 100; and the number of pupil-teachers, from 414 to 475. These figures afford satisfactory evidence of the unabated popularity of your Lordships' measures, and of their continued efficiency as means of extending the blessings of education among the labouring classes. But this encouraging reflection is not unalloyed by some conclusions of an opposite tendency. Statistics of annual grant schools.

The returns made by the managers and teachers of the schools which I visited between September 1, 1854, and the same date in 1855, compared with the returns for the preceding twelve months, show that the per-centage of children on the registers *under* ten years of age has risen from 65·13 to 66·94, whilst the per-centage of those *over* ten has fallen proportionably from 34·87 to 33·06. The greatest evil, therefore, with which education in this country has to contend, the premature transfer of children from school to work, from learning to earning, appears to be on the increase in that part of the island to which my labours extend. I am confirmed n the belief that this is a correct conclusion, by my own observation of the extreme youthfulness of the head classes in many of the schools visited during the past year, as well as by the consideration that there has been no recent increase of infant schools in the district, nor any other extraneous circumstance calculated to render the returns less favourable than heretofore. Should the experience of any considerable number of my colleagues during the past year exhibit similar results, the evil will, I trust, be thought sufficiently important to merit the gravest consideration of the Committee of Council on Education, or even of the Legislature itself. Children younger than ever.

It was noticeable during the past year that the schools were often less full than they had been in 1853 and 1854. On referring to the tabulated summaries it appears that, whilst, taking one school with another, the average attendance at each was only 91 for the year ended 31 August 1855, it was 102 for the preceding twelve months. If this falling off were Attendance fallen off, from temporary causes.

the result of a diminished interest on the part of parents in the education of their children, it would be very discouraging; but I am persuaded that it arises from temporary causes, from the great severity of the weather in the early months of 1855, the unusual prevalence of infantile diseases in the following summer, and the high price of provisions. Towards the close of the year, indeed, the majority of schools had recovered their ordinary numbers; and although the yearly average was reduced in almost every case, the attendance on the day of inspection was not much smaller than usual. In fact, the returns show that whilst on the average each school had 107 children present at examination in 1853-4, there were 104 present in 1854-5. The number present at examination, therefore, was reduced only by about 3 per cent., whilst the average attendance for the year was reduced by about 11 per cent. This state of the account points very clearly to a temporary cause for the depression which has been remarked, and I feel justified in representing to your Lordships that the schools with which I am officially connected have lost none of their former elements of prosperity or popularity, but, on the contrary, have every prospect of extending their benefits over a wider field on the return of favourable circumstances.

Number of teachers neither certified nor registered.

The increased number of certificated teachers in the district has already been remarked; but it remains to be added that this increase has barely kept pace with the addition to the number of schools receiving annual aid. A year ago, among the teachers of such schools, those who held certificates of merit formed seven-thirteenths of the whole, and at this date they are almost exactly represented by the same fraction. In addition, however, to these 100 certificated teachers, there are now engaged in the district six registered teachers and three governesses who have successfully passed their examinations as infant teachers under the Minute of 29 April 1854. There remain in charge of schools claiming annual aid no less than 77 teachers who are neither certified nor registered. Thus, 77 schools in my district alone would have been placed in circumstances of great difficulty, if the regulations, requiring teachers in certain aided schools to be either certified or registered, had been strictly enforced. Those regulations, however, were relaxed in the early part of the past year; their relaxation has been attended with none but beneficial effects, so far as I have had an opportunity of observing them; and it seems to be of the utmost importance to the progress of education, that the relaxation be continued until the supply of certified teachers, and of the school funds necessary for their remuneration, becomes more adequate to the wants of the country.

Schools supported by a small fraction of the community.

The obtaining of the necessary funds for the support of schools continues to be a source of great anxiety to school managers. In my district, the payments of the children supply somewhat less than one-half of the present expenditure, whilst there are scarcely any funds secured to the schools by endowment. More than one half, therefore, of the total cost has to be met by the voluntary contributions of individuals; and, if it were practicable to ascertain exactly how many persons throughout the country subscribe to our educational establishments, I believe that the smallness of the number would cause universal astonishment. In one considerable agricultural parish within my district, concerning which the kindness of an enlightened friend of education has furnished me with some reliable particulars, it appears that out of 800 ratepayers, about 49 subscribe more or less to some one or other of the schools in the parish; that is, out of every 16 rate-payers, one gives something, and the other 15 give nothing. Yet this is believed to be an unusually favourable case. The parish contains at least two British schools and two schools connected with the Established Church, and may almost be regarded as a model parish with respect to elementary education. The sum subscribed is about 150*l.* a year, and is nearly equal to a rate of 3*d.* in the pound. If it be at once the duty and the interest of the community at large to take care that the children of the working classes shall be properly educated, the glaring injustice of laying upon one-sixteenth or some still smaller fraction of the whole that burthen which ought to be borne equally by all, cannot fail to be recognized, and it becomes difficult to put faith in the permanence of a system which sanctions or depends upon a practice so anomalous.

Want of school funds, with its results.

But not only are school funds obtained with difficulty; they are also inadequate in amount, and precarious in regard to their continuance. This state of things is general, though happily not quite universal, throughout my district; and its existence presents almost the only impediment offered on the part of managers to the improvement of their schools. There is no lack of educational zeal, and no desire to withhold from teachers or their scholars any advantages within their reach. But in many cases the means of purchasing additional appliances cannot be procured, and consequently many schools fail to reach that standard of efficiency which ought to be attainable by all. Some few, indeed, are enabled, through unusual zeal and ability on the part of their teachers, to present the very highest results in the face of striking disadvantages. The British school at Cheltenham, for instance, with more than 300 boys on its registers, is one of the most orderly, most advanced, and most regularly attended schools

that I have ever inspected, and yet there is not a foot of playground attached to it, nor has its enterprising master a classroom of any sort at his disposal.

Schools failing from lack of pecuniary support.

But instances of this sort are altogether exceptional. Under ordinary circumstances, second or third rate efficiency is the natural and inevitable consequence of inadequate appliances; and this is not unfrequently followed by total failure. My own experience furnishes the names of five or six considerable schools, into which the pupil-teacher system had been introduced some years ago, but which have all fallen in the course of the past year, chiefly through want of pecuniary support, into a condition disentitling them to the continuance of such aid. One of these, indeed, the British school at Lyme Regis, which had trained up a staff of pupil-teachers to the end of their apprenticeship, and sent forth a first-class Queen's scholar, is altogether closed, and is not likely to be reopened with any prospect of success, until some plan shall have been settled for securing adequate pecuniary support to all well-conducted public elementary schools.

Capitation grant not generally applicable in district.

Your Lordships' Minute of 2 April 1853, which offers, under certain conditions, a grant not exceeding 6*s.* for each child that attends school with a stated degree of regularity for a year, is undoubtedly calculated to mitigate, in some degree, the evils arising from want of funds. I have carefully watched the working of this Minute in my own district, since its first introduction, and I will now proceed to state its effects in 1855, the second year of its operation. The number of schools which have obtained grants under it in 1855, is 69, a little more than one-third of the total number receiving some sort of annual aid. A few others may probably claim grants next year; but the whole number admissible to this form of aid does not much exceed two-fifths of the annual grant schools, the remaining three-fifths being excluded by the fact of their establishment in towns which are incorporated, or which happen to have more than 5,000 inhabitants. Such relief, therefore, as the Minute affords, is inapplicable to the majority of the schools which fall under my supervision.

Grant insufficient in amount.

With respect to the amount of relief afforded by the Minute in question, it appears that in the course of the past year payments have been made in my district on account of 1,848 children. This gives an average of rather less than twenty-seven children for each of the schools which partook of the grant. This number probably does not exceed one fourth of the average number on the school registers, and it follows that about three fourths of the scholars, even in those schools which reap the benefit of the Minute, are, as yet, practically excluded from participation by the conditions as to attendance.

The total sum paid on account of the 1,848 children was 515*l.* 11*s.* 6*d.* Dividing this among the sixty-nine schools, we get an average of 7*l.* 9*s.* 6*d.* for each. There are many cases in which this contribution was felt to be important, and in all, I doubt not, it was most thankfully received. But it can hardly be considered adequate to relieve that pressing necessity for larger means which is so generally complained of. There is ground, however, to hope that a greater proportion of the children will be enabled to satisfy the conditions of the grant in future years, and that the benefit derived will consequently be upon a more extended scale.

Effect of excluding certain towns.

The limitation, which excludes all incorporated towns, and other towns with more than 5,000 inhabitants from the benefit of this grant, does not work satisfactorily in the cases to which my observation extends. It not only withholds assistance from three fifths of the annual grant schools, but it withholds in some of the most needy localities, and grants in some of the best provided. Llandovery and Lyme Regis, for instance, are small declining towns, with less than 5,000 inhabitants between them. In each there is a large number of half-employed poor people, who need help to educate their children; but there are very few to help them, and the school incomes have always been miserably small. They are among the neediest localities in the district; but they are unfortunately municipal boroughs, and this deprives them of the capitation grant. The British school at Lyme has perished, and I have every reason to believe that it might have gone on prosperously if it could have claimed the grant. The Llandovery British school still flourishes, and, I trust, that it may be enabled to retain the services of its present able and energetic master. Its past difficulties may be appreciated from the fact that until recently it was under the charge of a competent master and his wife, whose united salary (independent of the gratuity for four pupil-teachers) was 40*l.* a year with a residence. The capitation grant in so large a school might have raised this pittance to a decent remuneration.

Grant allowed in thriving localities.

In contrast with these two cases take those of Blaina and Maesteg. These are the seats of prosperous ironworks. Employment is abundant, and wages are high. The labouring classes might generally contrive without difficulty to pay the full cost of their children's education. The number of inhabitants in each place greatly exceeds 5,000; but they are not *towns* in the technical sense, and, consequently, the schools are entitled to the capitation grant. Thus, the Minute provides help for the populous and thriving locality, but leaves the

small, declining, and poverty-stricken place to its own resources.

Refused in needy places.

As further examples of the same anomaly, such places as Plymouth and Devonport might be adduced. There the need is most urgent, and the peculiar claim to public assistance undeniable. Both towns swarm with poor children, who are mainly the offspring of soldiers and sailors engaged in fighting our battles by land or sea; and there are few or no wealthy burgesses who profit by the labour of the parents, and may, therefore, be fairly called upon to provide education for the children. Yet the Minute excludes these places from the benefit of the capitation grant.

Should be extended to all elementary schools:

This species of injustice is inherent in the very nature of an arbitrary rule, and no test of exclusion could possibly be devised which would work altogether satisfactorily. The only remedy is to exclude none. As all localities contribute to the general taxation of the country, so all should be entitled to claim their share of the general expenditure. When the present scheme was framed there existed an intention to establish school rates in the larger towns, and this sufficiently accounts for its existence as a *temporary* measure. But it would be difficult to assign good reasons for *permanently* placing large towns at a disadvantage in regard to their claims upon the education grant. They are not supposed to be more lightly taxed than smaller places. They are the nurseries of the dangerous classes, and the public has an urgent interest in the proper training of such children as are likely in after-life to revenge early neglect by preying upon the rest of the community. Where a small sum spent in educating the boy may prevent a much larger expenditure in punishing the man, it is at once prudent and humane to risk the investment. On the whole, therefore, it seems to me not only just and expedient but absolutely necessary, especially in the absence of any provision for the support of schools out of local rates, that the grant under consideration should be extended alike to all elementary schools.

to ragged schools;

But if this extension were admitted, some modification of the existing conditions would be indispensable. At present no grant is allowed in the case of children for whom less than a penny a week is paid by their parents or natural guardians; and this provision must necessarily exclude all ragged schools. The degree of regularity required would also be quite unattainable in this class of institutions. Yet ragged schools are unusually expensive, and, at the same time, in large towns, unusually important; and no arrangements could be deemed satisfactory, which excluded them, whilst dispensing considerable sums for the education of children of a less needy class.

This difficulty, however, might doubtless be overcome by framing special regulations adapted to the circumstances of these schools. A modified capitation grant, indeed, is already paid for industrial teaching in ragged and other industrial schools; and it would only be necessary to allow a similar grant for literary instruction.

and to out-door pauper children, making school a condition of relief.

There is another class of children on whose behalf the capitation grant ought certainly to be made available. These are the out-door pauper children, of whom it is estimated that there are in England and Wales not much less than 200,000 between the ages of three and sixteen; and of this number one half at least are receiving no sort of schooling. Their parents and natural protectors are, for the most part, unable or unwilling to pay school fees for them, and thus they are left dependent for the means of instruction upon the precarious and inadequate efforts of benevolent individuals. Not long ago it was reported to me, that "in the town of Croydon alone there were upwards of 250 children receiving out-door relief who ought to be under instruction," and it was suggested that the relief allowed on their account should be made contingent upon the production of a periodical certificate from the teacher of some public school under inspection, showing that the child had regularly attended his school. If this could be done, and if the school were allowed to claim a double or triple capitation fee for each child of this class whom it educated, no further school fee would be required, and the public would have the satisfaction, by a very simple machinery and at no great cost, of providing education for one of the most neglected and most dangerous portions of our juvenile population.

Ragged schools not fit places for pupil-teachers.

Permit me here to call attention to a serious want experienced in ragged schools—the want of assistant-teachers.

The pupil-teacher system does not appear to be beneficially applicable to this class of institutions. The irregularity of attendance, the low standard of attainment, the vicious habits of many of the children, and the social disorder by which such establishments are surrounded, and in which, in fact, they have their origin, render systematic training impracticable, tend to blunt and distort the moral sentiments of the young, and make ragged schools unsafe nurseries for a race of future educators. The most successful masters of such schools, moreover, are not generally men of high attainment. I have never met with a certified teacher in a ragged school, nor is it a position likely at present to attract the regard of such teachers. The master of a ragged school has much missionary work to do, and must spend much of his time out of school in courts and alleys, in counteracting the influence of vicious parents, and attempting to rescue young vagabonds from im-

pending destruction, in verifying tales of misery or crime, and waging war in a thousand shapes against the moral and physical evils which it is his business to abate If he attempt all this, as I know it to be not only attempted, but effected, by some devoted teachers of ragged schools, he can neither be a regular student himself nor a regular superintendent of the studies of others.

Experience of Bristol, St. James's Back Ragged school.

The experiment has been tried at the ragged school in St. James's Back, Bristol, which has two pupil-teachers. The managers have evinced a disposition to give the apprentice system every possible advantage; but after an experience of nearly three years they find that its difficulties and disadvantages decidedly outweigh its benefits, and it is accordingly to be discontinued as soon as the present apprentices shall have completed their engagements.

Ragged schools should have stipendiary monitors.

But if pupil-teachers be unsuited for ragged schools, it is nevertheless certain that these schools require a large force of teachers, that they contain no satisfactory monitorial element within themselves, and that some payment is necessary to ensure the systematic aid desired. The managers of two ragged schools in my district have memorialized your Lordships upon this subject, and have suggested the engagement of a staff of stipendiary monitors, to be paid out of the Education grant, and annually examined and approved of by Her Majesty's Inspector. These monitors would differ from pupil-teachers in the comparative smallness of their stipends, the lower attainments exacted from them, the absence of restrictions as to age or physical deformity, and the shorter periods for which they would be engaged; none of them would be prepared to pass directly from the ragged school to the training school, but such of them as displayed decided fitness for the office of teacher might be drafted into ordinary elementary schools, there to be apprenticed and ultimately trained. It appears to me that a well-considered scheme on this basis might, at a small expense, supply a teaching power well suited to the circumstances of the case; and I venture, therefore, to recommend the memorial in question to your Lordships' favourable consideration.

Reformatory schools need specially trained teachers.

Side by side with ragged schools stand reformatory institutions, of which I have visited and reported upon three during the past year. The details connected with them will be found among the tabulated reports for the year. The only observation of a general nature which it seems necessary to make here has reference to the training of teachers for this class of schools. When M. de Metz determined to establish the school at Mettray, he commenced by training a staff of teachers for the purpose; and the importance which he attached

to this step will be appreciated on perusing the following extract from his speech at Bristol, in October last:—

"We thus began the *Ecole Preparatoire*, or school for officials, which I believe to be the most important feature of the institution, so important indeed that, if that were to be given up, Mettray itself must cease to exist."

A large number of juvenile reformatories is now in course of establishment in this country; but no sufficient provision has been made for the training of the persons who will be required to conduct them, although the experience of those already established goes far to prove that the greatest difficulty with which they have to contend is that of securing the services of properly qualified officials. I have had occasion to visit the Kingswood Agricultural Reformatory School, near Bristol, four times since the autumn of 1853, and upon each occasion I have met there an entirely new staff of teachers. The disorganization caused by these constant changes is evident, and it seems to me hopeless to proceed, unless this evil can be avoided. In the case of Mettray, it has been stated upon good authority that ninety per cent. of the inmates who have passed through it have become reformed characters. If we are to have any chance of seeing results equally gratifying in England, I am convinced that we must imitate M. de Metz in establishing preparatory schools for the special training of teachers to be employed in our reformatories.

Schools generally progressive.

With respect to the general progress in learning of the schools inspected during the past year, I am again able to express a favourable opinion on the whole. The year has presented some unusual difficulties in regard to the collection of school funds, the payments of parents, and the attendance of children; and these difficulties have perhaps caused the march of improvement to be less rapid than heretofore. But I have reason to believe that the teachers are almost universally diligent in their calling and anxious to improve. Better methods of teaching are everywhere receiving consideration, and there is a marked increase of attention to school registers, and to the means of securing regularity of attendance. The two large British schools at Cheltenham and Croydon have been particularly distinguished by the efforts of their teachers to raise the value of education in the eyes of parents as well as scholars; and in both instances those efforts have resulted in the attainment of an unusual degree of regularity and a high moral tone among the boys (*See* Appendix B.)

Pupil-teachers and Queen's scholars.

The pupil-teachers with whom I am brought into contact continue, with very rare exceptions, their useful and creditable career. The district has just furnished 40 new Queen's scholars, 25 males and 15 females, to the two training schools of the British and Foreign School Society and the Wesleyan

Education Committee, besides some few others to training institutions connected with the Church. An increased proportion of apprentices appears to be desirous of continuing in the teachers' calling, and it is probable that the training schools now receive a large majority of those who are calculated to form really useful members of the profession. I have never felt justified in urging young persons to become teachers, if, at the close of their apprenticeship, they have acquired no liking for the duties of a school. Most of them will have rendered services sufficient to repay the public outlay upon their education, and it is hoped that nearly all will be made better and more useful members of society by the training bestowed upon them. I am far, however, from feeling that it is a matter of indifference whether the apprentice grows up into a teacher or not; and I have certainly observed that the best and most devoted teachers send nearly all their pupils to the training schools, whilst those who have been apprenticed to the indifferent or unskilful generally sever all connexion with the school as soon as their engagements have expired.

New schools in South Wales.

That part of my district which comprehends Monmouthshire and South Wales, and to which I ventured to invite special attention last year, continues to present features of unusual interest, and to hold out a prospect of rapid educational progress. Nine additional schools within its limits have been brought into a position to claim annual grants since the beginning of 1855. These are all British or unsectarian schools, and they all display the further peculiarity of not being schools established by the rich for the benefit of the poor, but schools established by the middle and working classes for the use of their own children and those of their neighbours. This circumstance is particularly encouraging. It proves not only that the people desire education, but that they have intelligence and spirit enough to secure it for themselves. The increased liberality of your Lordships' building grants, and the prospect of enlarged annual aid under the Capitation Minute, enable a few plain earnest men, of no great wealth, but willing to combine their efforts, to establish a day school suited to their own ideas and the wants of the locality. It is to this class of men that Wales is indebted for its innumerable chapels; and, if their energies be henceforth wisely directed to the establishment of efficient schools, it is hardly possible to over-estimate the importance of the results which they may accomplish.

Exertions of Rev. W. Roberts.

The beginning already made was not effected without strenuous efforts, and I believe that it is mainly due to the Rev. W. Roberts, of Blaina, the indefatigable agent of the British and Foreign School Society. Mr. Roberts has long

been convinced that Government aid is essential to the advance of education in South Wales, has made himself thoroughly acquainted with the details of its administration, and loses no opportunity of spreading this needful information among the persons by whom it may be made available. I have been indebted to him for much cordial co-operation during my last two tours in the South Wales district.

Prize-schemes under consideration.

It is a further omen of educational progress in this district that prize-schemes, similar in principle to those which have effected so much good in Staffordshire and the adjoining counties, are about to be established here. Under the auspices of Mr. Seymour Tremenheere, the principal iron and coal masters of South Wales are at this moment forming themselves into associations for the purpose; and it will rest with your Lordships to decide whether Her Majesty's Inspectors may be permitted to take part in the working of these schemes.

Support of schools out of public funds.

In conclusion, I beg leave again to advert to that which is the great and pressing want of the schools under my inspection, the want of funds for their efficient support. This want is felt in every branch of the work. It is felt in day schools, in night schools, in industrial schools, in ragged schools. In some cases it stops education altogether; in others it *only* diminishes its efficiency. Private benevolence, called out for such a purpose, is but the assumption by a few of burthens which ought to be borne by the many, and it has been taxed to its utmost limits. The evil can only be removed by relief from some public source. Whether that relief shall come from local rates or from the general taxation of the country, it rests with your Lordships and the Legislature to decide. The difficulties necessarily attendant upon rates for education in this country have never yet been satisfactorily met, and appear to me to be insuperable. Relief out of the general taxation of the country might be afforded without exciting local squabbles or fresh sectarian animosities, and without arresting or endangering the progress already made. The danger in this latter case is that the help awarded will be scanty in amount, overburthened with conditions, complicated in administration, and uncertain in distribution.

Necessity for enlarged grant and liberal administration.

As a public officer, in constant communication with the promoters and managers of schools, I may be permitted to state my conviction, that, if by means of public aid the blessings of a sufficient education are to be extended through the length and breadth of the land, the annual sum set apart by Parliament for this purpose must be largely increased, the conditions upon which help can be obtained must be plain, intelligible, and easily met, the grants made to each school must be fairly proportioned to the amount of work it performs, not dependent

upon the peculiar habits of the population by which it is surrounded, not fluctuating unnecessarily in sympathy with the varying rigour or salubrity of successive seasons, not liable to be withheld on slight pleas of informality. I need not mention the cardinal requisite of strict impartiality between different classes of schools or different religious denominations, because that is the very foundation of our educational system, and can, I am persuaded, never be departed from. But there are other requisites, of minor importance indeed, yet well deserving our best attention. Your Lordships are not originators of schools; you only come forward to aid those who are willing to establish them. The whole edifice of elementary education in this country is based upon voluntary agency, and it is of the first importance that volunteers in such a service should be encouraged by all practicable means, that their course should be made as smooth as possible, and that there should be no risk as to the realization of their reasonable expectations. No Inspector, who has long had charge of a district, can have failed to observe how much discouragement is often spread throughout whole neighbourhoods by failure or disappointment in one particular instance, and how seriously complication of detail in a system impedes its progress in the remoter corners of the country.

I have the honor to be, &c.

JOSEPH BOWSTEAD.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by J. Bowstead, Esq.

Summary *a*.

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of Children in *average attendance* in those Schools.	Number of Children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
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142	69	51	27	61	27,511	18,991	21,726	100	475

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
4·73	4·88	7·56	10·42	13·02	13·45	12·88	11·77	9·0	6·37	3·8	2·12

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
19·43	48·89	13·51	8·45	5·75	3·97

Summary *b*.

Aggregate *Annual Income*, as stated by Managers, of 126† of Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
337 1 3	5,745 11 2½	6,498 7 5½	2,394 10 6½	14,975 10 5½	16 7½

Aggregate *Annual Expenditure*, as stated by Managers, of 126† of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
10,256 1 9½	1,150 10 2½	4,050 7 11½	15,456 19 11½	17 2	17,992

* At the date of closing these Summaries.
† The number of Schools inspected during the year was 142; but from 16 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	102 9 9	63	19
	Uncertificated	64 1 0	49	16
SCHOOLMISTRESSES	Certificated	67 8 9	28	7
	Uncertificated	44 10 6	24	6
INFANTS' SCHOOLMISTRESSES	Certificated	57 7 9	9	2
	Uncertificated	33 3 9	15	8

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
113	21,675	33·5	43·98	14·27	6·16	2·09

APPENDIX B.

As an illustration of the means used in many schools in my district to obtain regularity of attendance, I subjoin the following extract of a letter from Mr. Drage, master of the Croydon British school, dated May last:—

"I wish to apprise you of another encouraging fact, resulting from a kind suggestion of yours to me some fifteen months since, viz., that of sending *reports* monthly to the parents of the children, and periodically examining every boy. I heartily wish every teacher under your inspection would adopt the plan. It has been productive of much good in my school, and I have not the slightest doubt but that it would in others. I have given it a fair trial for fifteen months, and the following are the benefits accruing therefrom:—

"1. The irregularity of attendance (one of the greatest obstacles in the way of education in our elementary schools) has been considerably improved. Our numbers were on an average, all through the severe weather which we have lately experienced, never less than 180, while the actual attendance sometimes reached to 195, with only 245 on the books. Since your last visit, there have been as many as 240 present at once, with 250 on the books, thus showing an absence of only four *per cent.*, a number unparalleled in the history of my school, which has been established forty-two years.

"2. These reports have brought about an intimate relationship between myself and the parents, who invariably return a *written* or *verbal* reply to my

notices, some of which I transmitted for your kind perusal some months since; they express a willingness to co-operate with me in my plans for the welfare of their children. Thus, there is a reciprocity of feeling established between us, which is a very desirable object.

"3. It gives a wholesome stimulus to the minds of the boys, who know for a certainty that the *merits* and *demerits* of their *conduct* and *habits* at school will be reported at home.

"4. It affords an excellent training for the pupil-teachers, as well as materially assisting them in the better management of their classes. And lastly, though not least, we are enabled (other parts of our discipline being equal) to cherish the best kind of *emulation* among the pupils, viz., that of *self-improvement*, which prize is always within their reach."

In addition to monthly reports and quarterly examinations, Mr. Moore, master of the Cheltenham British school, has established a plan of awarding certificates of merit at the close of the year for regularity of attendance, accompanied by good behaviour and satisfactory progress. The results obtained during the last two years may be seen in the following letters:—

"Cheltenham, 8 January 1855.

"Thinking you would like to know what number of certificates was given away at Christmas, I took the liberty of forwarding you a newspaper, containing a slight report of the meeting at which they were distributed.

"You doubtless remember that they were to be given only to those boys who had been in school during the whole of the last twelve months.

"There are 162 boys attending school now, who were in attendance at the commencement of the year; of those, thirty were in the two junior classes or sections, to which certificates were not awarded; of the remaining 132, seventy-three received certificates.

"*First Class.*—For those who were not absent more than four days in the year, 12.

"*Second Class.*—For those who were absent more than four days but less than twelve days, or one day per month, 39.

"*Third Class.*—For those whose absence did not exceed twenty-four days in the year, 22.

"Thus giving a total of 73 (out of 162) who gained the certificates."

"Cheltenham, 8 January 1856.

"I have just made up the 'certificate of merit' accounts for the past year, and am pleased to be able to state that they are such as greatly to encourage us, no fewer than eighty having been awarded.

"You are, I believe, aware that they are arranged into three classes, and (provided the boy's character and progress are satisfactory) awarded as follows:—

"*First Class.*—Where the absence does not exceed one day per quarter, or *four days* a year.

"*Second Class.*—Where the absence does not exceed *ten days* a year.

"*Third Class.*—Where the absence is not greater than twenty days.

"And are given only to those boys who have continued in school from January to December, and limited to those in the four higher sections, as we considered that the attendance of the children depends much more upon the parents, and less upon themselves, than it does in the case of the older scholars, and it was not thought advisable to reward or punish a boy for his parents' merits or default. The number in school from January to December was 184, deducting 56 in the two lowest sections there remain eligible for competition 128.

Of those 42 gained 1st class.
„ 14 „ 2nd class.
„ 24 „ 3rd class.

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Of those 42 gained 1st class.
„ 14 „ 2nd class.
„ 24 „ 3rd class.

"Or nearly two-thirds of the entire number eligible; and when it is remembered what exceedingly severe weather we had at the commencement of the year, the number of certificates gained will appear to be quite equal to, if not greater than what might have been expected.

"I wish you could have been present at the distribution of the certificates, to have witnessed the anxious looks and attention of the parents, whilst the names of the successful lads were announced. They appeared to be quite as interested as the boys themselves.

"It is in contemplation to give a prize to those boys who obtain first-class certificates for three successive years."

These figures speak for themselves, and render any recommendation of the plan superflous. The certificate consists of a neat engraving of the school, with an appropriate inscription, and is signed by the master, the treasurer, and the secretary. When a boy has obtained three of these certificates consecutively, and is twelve years of age, he will be entitled, as of course, to the final certificate proposed to be issued with your Lordships' sanction, and signed by the Inspector.

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools*, J. S. LAURIE, Esq., *on the* BRITISH SCHOOLS, *and the* WESLEYAN *and other* DENOMINATIONAL SCHOOLS, *inspected by him in the* NORTH-EASTERN DIVISION *of* ENGLAND.

MY LORDS, January 1856.

I HAD the honor to receive my appointment on the 7th of June 1854. On the same day I entered upon my duties. Work of inspection.

The district assigned to me comprises the counties of Northumberland, Durham, York, Lincoln, Nottingham, Rutland, Cambridge, Huntingdon, Norfolk, and Suffolk. The schools to be inspected are of two classes:—(1.) 68 British and Wesleyan schools, subject to your Lordships' supervision on the ground of their having received *building* grants from the Parliamentary fund; (2.) 138 British, Wesleyan, and Denominational schools in receipt of *annual* grants, in the form of capitation grants, pupil-teachers' stipends, and teachers' gratuities and augmentations. To the latter class I have almost exclusively confined my attention. My tabulated reports printed last year comprised 37 schools, inspected from June 7 to August 31, 1854; and those printed this year comprise 185 *inspections*, from September 1, 1854, to September 1, 1855. Of these inspections, 19 are second visits. The actual number of *separate* schools inspected by me is 132, and these comprise 166 departments, under separate teachers; of whom 115 are certificated, 3 registered, and 67 neither certificated nor registered, with a staff of 402 apprentices.

My official duties having called me, not only to the remotest corners of my own district, but also, to parts of the counties of Lancaster, Chester, Stafford, Derby, Leicester, Northampton, and of all the counties of North Wales, schools under inspection in their various aspects have been brought within the range of my observation. I solicit your Lordships' forbearance while I restrict myself to a brief outline of my first impressions. The stimulus which public instruction throughout England has received under your Lordships' administration, and the growing popularity which attends the working of the present system, are truly encouraging. From managers of schools I have met with a courteous reception; and I have generally found them ready to adopt, as far as lay in their power, suggestions for the improvement of their schools. Some, by large donations, show a correct interpretation of the principle upon which the Parliamentary vote is based; viewing your Lordships' grants as meant, not to provide the first and bare necessaries of a school, but, to Beneficial results of their Lordships' administration.

aid and encourage independent extension and improvement. Many exhibit their appreciation of the results already attained by disseminating, in their own circles, a knowledge of the Minutes under which the grants are awarded. Even my limited experience affords several examples of useful services thus rendered. In particular, I have pleasure in recording four instances of previously neglected localities, in each of which the *nucleus* of a set of five schools has been formed.

Ignorance of their Lordships' Minutes limits their operation.

On the other hand, I feel constrained to urge upon your Lordships' attention the fact that there still prevails in many quarters a great misconception of the Government scheme. In not a few schools, alterations and improvements have been undertaken and carried out in a laudable spirit, but not in conformity with the prescribed regulations. Government conditions have not been complied with, and the expected aid has been withheld. Thus it is that well-meaning managers, from mere ignorance of the Minutes, often find themselves involved in serious pecuniary difficulties. Again, there are, throughout the country, hundreds of old-established schools which have barely survived the shock of contact with the more advanced ideas of the later educationalist. Managers seeking to rescue them from their languishing condition would often gladly avail themselves of the succour offered by your Lordships, and are only prevented from doing so by their ignorance of official formulæ, or by a vague apprehension of Government "interference." Now, it appears to me that for these evils a remedy might be secured by the publication and gratuitous distribution of a "Manual of Public Instruction," giving a simple and succinct exposition of the design and scope of your Lordships' administration, with an abstract of the most important Minutes.* Not only would misconceptions be thus cleared away, and scruples quieted, but a useful guide would be supplied to managers of schools at present under inspection. I venture to add that the time ultimately saved by the office in obtaining more perfect school returns, &c., would afford an adequate compensation for any expense incurred.

Compulsory system.

Educational questions cannot be discussed without a reference to the industrial wants of society. The increasing market value of juvenile labour throws almost insurmountable obstacles in the way of education. If parents can procure, by the labour of their offspring, a temporary addition to their comforts or luxuries, it is found that they generally yield to the temptation. This is in the order of nature; and I cannot but think that the only possible cure

* Since these remarks were written, there has appeared a clear and useful "Abridgment of the Minutes of the Committee of Council on Education;" published by Constable and Co., Edinburgh.

is the "compulsory system." I do not advocate the universal and literal application of the Factory Act, which, in its own place, has worked and works well; but I would advocate a modification of that Act, framed to meet local difficulties and requirements.* In England, each department of industry has its own peculiar wants and embarrassments to struggle with; and a measure which satisfies one district may be worse than useless in another. But in all districts the principle of compulsion seems to be the one solitary hope. I fear that the "Prize-Schemes" which have been organized to prevent the premature removal of children from school, truly benevolent though their spirit is, cannot be expected to cope with an evil which has assumed proportions of such magnitude. It may even be questioned whether the growing demand for youths, to fill clerkships or other offices requiring some scholastic training, really aids the efforts of the teacher. This demand, no doubt, stimulates education up to a certain point; but as, after all, qualifications of a merely routiniary nature are supposed to be sufficient, it becomes evident that the pressure of such an external mechanical demand must often tend to impair the higher energies of a school. This is the root of a profound despair to many a conscientious and hardworking teacher. The very skill and speed with which children are initiated in reading, writing, and arithmetic, seem, by abridging the term of attendance, to re-act injuriously on a school's vitality.

Character of individual schools.

Waiving further discussion of the above general questions, I now proceed to lay before your Lordships, as briefly as possible, my estimate of the practical results attained in the schools submitted to my inspection. The 166 *separate* departments inspected by me may be classified thus:—

1. Good schools - - - -	5
2. Fair schools - - - -	29
3. Moderate schools - - -	132

To the first class the following belong:—

Boys' British school, Hope Street, York; Teacher, Mr. Osborn.
" " " Boro', West, Bradford; Teacher, Mr. Dick.
Infants' " " Sudbury; Teacher, Emily Bough.
Boys' (Upper) Wesleyan school, South Myton, Hull; Teacher, Mr. Woods.
Mixed (half-time) " " Cullingworth; Teacher, Mr. Howe.

First grants.

By the judgment and liberality of their managers these schools have been provided with convenient premises and ample educational apparatus. Competent teachers have been selected—teachers who have themselves learned something well, and who really know what education means. The character-

* The localities in which legislative intervention is most urgently called for are those where there are print works, potteries, mining operations, and certain specific trades.

istic feature of these schools is the *intelligent spirit* which pervades each and all of their departments. The cultivation of technical readiness, for example, in reading and arithmetic, is not the sole or last aim, but advances steadily with, and is ever aided by, a vivid and rational appreciation of argument and principle. A method of training is systematically followed, which rouses all the youthful faculties into healthy and harmonious activity.

Second grade.

The schools of the second class are in a transition stage. Their grasp of the idea which animates the first class is still insecure; but their position is, on the whole, a hopeful one. They begin to show a struggle against the old dull system of mechanical drill; but the demand of parents for rapid, tangible, and marketable accomplishments, continues to impede and perplex them. The personal character, the fair culture, and the enterprise of the teachers of this class merit the highest acknowledgment, and afford a good ground of hope for the future resolute improvement of their system.

Third grade.

Of the third and by far the largest class, I cannot give an encouraging account. The instruction given by these appeals almost exclusively to the memory. To learn by rote is held to be the quickest and most effective learning. Higher aims are ignored, or are regarded as unattainable. Even reading is a mechanical act, often performed with hardly a glimmering of intelligence. I have not ceased earnestly to demonstrate to teachers of this class of schools the utter inefficacy of their method. Under the most favourable circumstances, the meagre details mastered are but a fleeting possession to the pupils. If during school-hours the faculties of observation and reflection are dormant, to what substantial good can all the drilling or cramming tend? To little or none. There is, indeed, no hope for a school, until the master has learned not to advance a step without seeking to secure the intelligent co-operation of his pupils. Let him not be too timid about their technical shortcomings. His gradual progress may sometimes seem to be slower, but it will be surer. In schools of this third grade the discipline is almost invariably bad. The pupils show no love or appreciation of order, but are either uproariously demonstrative or painfully submissive and lethargic. There is no enthusiasm; there is no vigorous and spontaneous activity. How can good discipline be expected? Moreover, the classification of pupils according to one formal criterion, such as the amount of school-pence paid, stature, age, skill in reading, ciphering, &c., gives rise to interminable confusion. I have advised teachers to trust, in their school-organization, to their general estimate of the intellectual attainments of pupils. And when, as so often happens, children return to school after a prolonged

absence, during which they may have unlearned many things, they should not be allowed to resume their place in their old class, without renewed proof of fitness. Parents will be displeased; but the teacher must be resolute.

Mixed Schools.—To the unsatisfactory organization of mixed schools, containing boys, girls, and infants in one department, I beg leave to invite special attention, as there are nearly 100 such schools in my district. The infant sections, on account of the want of a *good* school-room and adequate teaching power, are a serious drawback. I have usually found from thirty to forty children subdivided into three or four classes, under monitors who have been indiscriminately selected from the upper sections. A monitor, unless specially trained and definitely appointed to his duties, is invariably incompetent. The instruction received by the infants is, after all, a mere pretence; and their presence confuses all the school-operations. Mixed schools; good class room indispensable.

Pupil-Teachers.—The great expense attending the organization of this arm of public instruction, as well as the pre-eminently good ends which, when rightly directed, it may serve, renders it a matter of peculiar importance to expose the obstacles and shortcomings which impede the free development of the pupil-teacher system. On this subject I have three points to submit, with the utmost deference, to your Lordships. (1.) In the great majority of schools in my district, pupil-teachers are not systematically taught by the schoolmasters the art of teaching. The pupil-teachers seldom become more than over-grown monitors. They receive, now and then, random counsels as to method, manner, &c., but systematic training in the pedagogic art is a thing almost unheard of. Now, as it seems to me that young teachers cannot be too soon roused to an energetic and painstaking cultivation of the art of communicating instruction, and to a thorough experimental study of the many auxiliary artifices of the accomplished schoolmaster, I urge the propriety of *binding the schoolmaster under forfeiture of his gratuity, to devote half an hour daily to the critical pedagogic training of his apprentices.* (2.) The increasing demand for juvenile labour seriously interferes with the choice of suitable candidates. Many of the youths who are daily being drafted, at the ages of nine, ten, and eleven, to the duties of the counter, the desk, or the railway office, are precisely those who are best fitted for the vocation of pupil-teacher. The difficulty is experienced alike in town and country. I am credibly informed that many of the parents might easily be induced to consent to their sons being apprenticed as teachers, if the age of apprenticeship were made twelve instead of thirteen years. I, therefore, entreat your Lordships to consider the propriety of permitting youths of the age of Pupil-teachers.

twelve to be eligible for the office of pupil-teacher. (3.) There is a third evil which sadly defeats the end aimed at. Under the present working of the system, the schoolmaster has very frequently to struggle against the wilful opposition and constitutional dislike of his apprentices to the profession which they are supposed to have chosen. This is a very serious drawback. The only course generally open to the unfortunate youths is to perform the conditions of their indentures, and remain the full term of years,—a load on the teacher, and a drag on the school. It is far from my intention to recommend that the indentures of such pupil-teachers should be cancelled; but the following middle course I beg leave respectfully to suggest to your Lordships:—That the present curriculum of five years should be divided into two terms; the first term to commence (as above suggested) at twelve years of age and end at fourteen; the second, *after obtaining the full consent of the pupil-teacher himself*, to commence at fourteen and end at seventeen years of age.*

Physiology. *Physiology.*—The Committee of Council having, as I understand, taken initiatory steps towards the introduction of physiology into schools, a few remarks bearing on that subject may not be deemed irrelevant. From the foregoing remarks it may be concluded that, in the present stage of the teacher's development, the addition of subjects to the ordinary curriculum should be adopted with caution. The advancement of public education must necessarily be slow, and a permanent rate of progress is first to be secured by the elimination of radical defects. As yet, we hold no guarantee that a wider range of subjects would be attended with much practical benefit to common schools. It is, therefore, with solicitude that I have regarded the encouragement held forth by your Lordships to teachers desirous of embracing, in a rudimentary course, a subject so extensive and difficult as chemistry. A simple course of instruction in the laws of health would, I conceive, be less likely to interfere with the performance of the duties of the primary instructor, or to retard the development of his method. This subject seems particularly worthy of recommendation, on the ground of its more intelligible character, the facility of teaching it, and its comprehensive practical utility. Although your Lordships' sanction has been given, virtually little has yet been done with reference to the following important document bearing the signatures of sixty-five of the leading physicians and surgeons of London:—

* Necessarily to be followed by a three years' training at a normal school. Or the candidate might pass, from his 12th to his 14th year, as a stipendiary monitor, and then, with his consent, be apprenticed for the usual term, and be subjected to the present normal training.

Medical opinion on the importance of teaching Physiology and the Laws of Health in common schools.

"Our opinion having been requested as to the advantage of making the elements of human physiology, or a general knowledge of the laws of health, a part of the education of youth, we, the undersigned, have no hesitation in giving it strongly in the affirmative. We are satisfied that much of the sickness from which the working-classes, at present, suffer might be avoided; and we know that the best directed efforts to benefit them by medical treatment are often greatly impeded, and sometimes entirely frustrated, by their ignorance and their neglect of the conditions upon which health necessarily depends. We are, therefore, of opinion that it would greatly tend to prevent sickness, and to promote soundness of body and mind, were the elements of physiology, in its application to the preservation of health, made a part of general education; and we are convinced that such instruction may be rendered most interesting to the young, and may be communicated to them with the utmost facility and propriety, in the ordinary schools, by properly instructed schoolmasters."

(Signed) &c. &c. &c.

London, March 1853.

Dr. Andrew Combe's popular treatise on "Physiology applied to Health and Education," edited by Dr. Cox, contains all the information essential to the purposes of the primary instructor. The following is a summary of the plan of this work, taken from a document fresh from the pen of Mr. George Combe:—

"A description of the various vital organs of the human body on which health and life depend is given in simple and popular language, but scientifically correct, so as to avoid sowing error in the mind of the reader. The use or function of the part is described in the same manner. The reciprocal influence of the different organs on each other is then explained; and the knowledge of the structure, functions, and relations thus communicated, is applied to elucidate the *natural* conditions on which the healthy and unhealthy action of each vital organ depends; in other words, the causes of good or bad health in the body in general, and the means that should be used in our daily habits to secure the one and avoid the other. The work before-named shows that the practical application of this knowledge lies, in a greater or less degree, within the power of every intelligent person. . . . . Such instruction will come home to youthful minds as having a solid basis in nature, instead of resting solely on the authority of the teacher."

Diagrams form an essential accompaniment to a physiological course of lessons. I have pleasure in directing your Lordships' attention to a series of physiological illustrations issued by the Messrs. Johnston, of Edinburgh, which, for scientific accuracy in detail, artistic perfection, and low price, can hardly be surpassed. In the preparation of these, as well as in the explanatory handbook, they have had the valuable assistance of Professor Goodsir.

I have the honor to be, &c.

J. S. LAURIE.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY J. S. LAURIE, ESQ.

SUMMARY *a*.

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
146	32	26	27	103	33,130	18,536	18,576	115	402

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·92	5·79	7·31	10·63	11·94	13·54	12·7	12·35	9·44	6·92	4·0	1·76

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
21·9	48·85	12·17	8·18	5·0	3·9

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of 137† of Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
185 7 10	4,639 10 10	8,222 0 4	1,670 19 1	14,723 18 1	15 10½

Aggregate *Annual Expenditure*, as stated by Managers, of 137† of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
11,130 3 2	1,191 14 2	2,991 9 2	15,313 6 6	16 6½	18,536

* At the date of closing these Summaries.

† The number of Schools inspected during the year was 146; but from 9 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

Summary *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income.)	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	94 11 1	92	29
	Uncertificated	66 12 0	35	10
Schoolmistresses	Certificated	63 13 1	14	4
	Uncertificated	34 14 0	25	4
Infants' Schoolmistresses	Certificated	58 9 8	9	1
	Uncertificated	37 0 8	18	2

Summary *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
132	23,985	21·3	39·67	22·27	12·0	4·76

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools*, T. W. M. MARSHALL, Esq., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in the* SOUTHERN DIVISION *of* GREAT BRITAIN.

MY LORDS, January 1856.

IN presenting my seventh annual report upon the state of elementary education in my district, I do so under the impression, deeper and more vivid than at any former period, that whatever benefits may have resulted from your Lordships' administration, (and they are now solid enough to be almost incontestable), there is one evil, more in need of remedy than all others put together, which the measures adopted by the Committee of Council have done nothing to relieve;—one obstacle, more fatal to the further progress of public education than any which experience has detected, towards the removal of which not even the first step has yet been taken. My own district supplies me with ample evidence, without accumulating similar testimony from other quarters, both of the benefits which we all gratefully acknowledge and of the singular and almost universal failure which we all, I suppose, frankly confess and lament. I do not know whether the public notice of it, year after year, may tend by degrees to stimulate the preparation of measures capable of furnishing an effectual remedy; but at least such periodical warning may serve to show how needful the remedy is, and even assist, in proportion as its gravity is recognized, to recommend and justify its eventual application. Many wise and beneficial enactments, too long delayed by real or imaginary difficulties, have at length, by the mere force of iteration, come to be anticipated as inevitable, even before they were submitted to public sanction. I venture to hope that the one of which so many concurring witnesses seem to suggest the necessity may ultimately be found to be of this class.

Immense progress has everywhere been made, and nowhere more visibly than in my own district, in the extension and improvement of school fabrics, the supply of suitable and skilfully-devised apparatus, and the gradual creation of an adequate staff of competent and devoted teachers. Towards all these objects your Lordships measures have furnished the most important aid. But when the schools have been built, often at great cost and with excellent judgment, and the teachers have been installed in their office, full both of zeal and capacity, what has been done to secure inmates for the one and pupils

for the other? Evidently nothing. It is, I believe, the unanimous testimony of Her Majesty's Inspectors of Schools, that the average age of children frequenting elementary schools, and the average duration of their attendance, is rather below than above what it was a few years ago: and this in spite of all the cost incurred to provide them with solid instruction, and all the attractions displayed to induce them to accept it.

Up to the present moment there appears to have been a general and tacit acquiescence in this unpleasant anomaly, a kind of reluctant avowal that the disparity between what has been attempted on the one hand and accomplished on the other, is perfectly unavoidable; and that the social state of the labouring classes, as well as the tone of public feeling in this country, forbid all attempt to deal with this insoluble problem as chimerical and inexpedient.

Whether this be really the only practical and judicious view of the prospects of public education amongst us, is far too difficult and delicate a question to be resolved by any of the subordinate agents, whose share in the general responsibility is only minute and fractional. Both the capacity and the obligation to decide it must be sought in a higher sphere. But there is one duty which lies distinctly within our province, and that is, to exhibit clearly, and without exaggeration, the facts which our observation and experience have brought to light, and to leave them to suggest their own commentary.

With this conviction, and as affording the most emphatic illustration of the special facts to which I am anxious to call attention, I beg permission to present the following statistical table, compiled from the Minutes of 1854-5, and recording in one view the results of official inspection in the sixteen districts of England and Wales, with respect, (1), to the average age of children in our elementary schools; (2), to the average duration of their school-life.

It will serve, perhaps, both to obtain for this remarkable table the consideration which it merits, and also to excuse and justify its publication in this place, if I at once anticipate its disclosures by stating, that they comprise these two serious and almost incredible facts, with respect to the sixteen districts into which England and Wales have been divided for the purpose of inspection; (1), that *nearly one-half of the children in elementary schools are under eight years of age;* and, (2), that *nearly one-third of their number have only been one year at school.*

It is hardly necessary to premise that the decimal quantities represent the *per-centage* of children of the various ages indicated at the head of the several columns.

District.	Under 8 years of age.	Between 12 and 14.	Above 14.	Average attendance.
Mr. Cook's - -	38·76	7·26	0·78	26,896
„ Bellairs - -	46·32	7·52	1·54	29,527
„ Watkins - -	42·64	9·06	1·18	39,450
„ Tinling - -	47·57	7·73	1·78	25,646
„ Mitchell - -	36·68	10·41	1·44	19,235
„ Blandford - -	44·18	8·17	1·4	17,646
„ Brookfield - -	37·97	8·90	1·26	36,270
„ Kennedy - -	39·32	7·04	1·32	30,851
„ Norris - -	46·11	7·36	1·15	35,905
„ Stewart - -	38·83	9·04	1·68	13,386
„ Jones - -	36·97	11·58	3·19	12,618
„ Morell - -	36·50	9·98	1·71	28,697
„ Arnold - -	41·10	9·60	1·2	18,134
„ Bowstead - -	36·40	10·60	2·2	16,575
„ Marshall - -	48·18	8·05	2·83	10,957
„ Stokes - -	36·34	10·64	2·28	18,443

Adding these various totals together, and dividing by 16, we obtain the following general averages for the whole sixteen districts:—

Under 8 years of age.	Between 12 and 14.	Above 14.	Total Attendance.
40·86	8·92	1·68	382,236

That is to say, of 382,236 children in daily average attendance,—

About 156,000 are under 8 years of age;
about 34,000 are between 12 and 14;
and about 5,800 are over 14.

But even this statement does not adequately represent the facts of the case, and this for two reasons;—in the first place because it applies only to what may fairly be assumed to be the *most efficient* and *most frequented* schools in the country, and does not include any (a much larger class) which have not been inspected; in the second, because it takes no account of the duration of school-life, whereas it will be found that low as is the average of *age*, the average time of *attendance* is still lower.

On this point I have made the same calculation, and from the same sources; and it will suffice to say, without recording all the details, that I obtain the following general average for the sixteen districts named:—

Number who have been at school one year - 29·35 per cent.
Number who have been at school four years - 3·9 per cent.

In other words, of 382,236 children frequenting the best elementary schools in England and Wales,

About 114,000 have only been *one year* at school;
about 15,000 have been *four years* at school.

It cannot be considered effeminate or pusillanimous to avow, in the face of facts which prove that the work accomplished in our primary schools is mainly *infant-education*, and even this limited to a miserably scanty and insufficient period of time, that one is discouraged from speaking of merely technical matters, or from recording progress in certain points which have, relatively, a very inferior importance. It seems a kind of unreality to vaunt the improved qualifications of teachers, however reasonable the boast may be, when we have ascertained the character of their pupils, or to enumerate complacently the "square feet," a considerable arithmetical calculation, which make up the ever-increasing "area" of school-buildings, when we know how fitfully and vagrantly they are tenanted The "total accommodation" provided in the inspected schools of the sixteen English and Welsh districts to which I have referred, amounts to 3,982,242 square feet; while the actual daily "attendance," carefully tested and registered, is only 382,236, that is to say, 115,000 less than could be accomodated, at the rate of 8 square feet for each child. School-builders are evidently more solicitous to provide room for possible scholars, than the children for whose sake they build are to profit by their generous zeal. And it will not be inopportune to add, since it is impossible to resist the temptation to do so, how effectually all these considerations dispose of the objection which sensitive and cautious people sometimes urge, with a candid persuasion of its truth, that there is just now a culpable tendency to "*over-educate*" the children of the labouring classes. A man must surely nourish an invincible dislike to education, and possess a rare audacity of assertion, who can venture to repeat such an objection, when he has learned *what proportion* of the children who frequent even our most valuable schools have only been exposed to the dangerous process of *over-education* for the space of *one year*. If any one has conceived the criminal purpose of *over-educating* the people of this country, it must be confessed that his evil designs have not hitherto been attended with much success.

It is no part of my duty to attempt to determine *why* so large a proportion of children neglect to embrace the advantages now proffered to them, or use them for so short a period, and with such imperfect results. The explanation, however, is not hard to find. The children themselves are naturally slow to appreciate the value of education, and their parents often either profoundly indifferent or stubbornly hostile; while, at least in certain sections of our population, penury, constant or periodical, opposes a difficulty which almost defies remedy. It has happened to myself to suggest to parents in several of our large towns, for the purpose of testing their

feelings, that in certain countries attendance at school is compulsory, and wilful absence punished as criminal. The answer, whenever an answer could be elicited, has been uniform, and always to this effect: "If the state forces me to send my children to school, and robs me of their labour, let it also feed them." I am persuaded that in a good number of cases, and at particular seasons, this is by no means a mendacious or dishonest plea.

Nor can it ever excite the least surprise in any reasonable mind, that in districts where the children of necessitous parents can obtain from three to six shillings a week at seven years of age, the school population should be insignificant and fluctuating. The teacher's modest invitation is overpowered by the louder tones of the master and employer, and schools remain empty that mines and factories may be thronged. The country obtains, indeed, certain commodities at a cheaper rate through the employment of juvenile labour, but has little reason to congratulate itself on an advantage, if it be one, which can only be enjoyed by creating another generation as untaught, undisciplined, and uncivilized as that which preceded it. It is well to have cheap cotton and economical hardware, but not to perpetuate grossness and ignorance. Low prices are a great boon, but they are not a complete substitute for religion, refinement, and civilization.

Without attempting anything like a full discussion, which it would not become me to do, of so grave a subject, I may perhaps be allowed to notice before quitting this point one or two characteristic facts, in corroboration of the remarks which I have ventured to make.

During the last year more than one very painful example of the inevitable triumph of factories over schools, whenever they come into conflict, has fallen under my observation. Such cases appear to me worthy of record. At Cheadle, in Staffordshire, where there are very beautiful schools erected by the munificent liberality of the late Earl of Shrewsbury, and where two years ago there was a very large attendance of children attracted by teaching of an unusually high order, I found at my last visit that the numbers had dwindled away to less than one half. The explanation will be anticipated. In the interval a factory had been established, and the energetic proprietor had gained an easy victory over the devoted but defenceless teachers. Wages had made short work of education. The prospect of a few shillings extra per week was an irresistible bait, and the young scholars, reluctant victims of a cheerless but inevitable lot, had fled *en masse* from the school to the mill. The parents, no doubt, were enriched by the weekly gains of their children, but the district

was fatally impoverished by the irremediable loss of all that wise instruction, skilful training, and edifying example would have conferred upon it. It is only the disciples of a very rigid school of political economy who can exult in such a change as this. I think it may even be doubted whether, in the long run, the *material* well-being of the population will be promoted by it. Augmentation of income is no benefit in itself, if coarse, wasteful, and unthrifty habits accompany it; and surely where discipline and instruction are banished, the whole troop of *diræ facies, inimicaque numina*, may be expected to come thronging in their place.

Amongst the towns in which the evil which I am noticing is most conspicuous, Birmingham deserves special mention. Anyone who is familiar with the metropolis of hardware must have remarked in its dingy streets and lanes urchins of seven or eight years of age, animated illustrations of one of the staple manufactures of the place, hurrying to and fro under a burden of *gun-stocks*. I have not unfrequently conversed with these diminutive artisans, and I have a disagreeable impression that there was nothing in their language or manners which would induce me to believe that the "Sunday-school," where they lounge away an hour or two, if anybody can succeed in catching them, is any sufficient corrective to six days of bodily toil and mental apathy. The schools of that busy town, especially the boys' schools, can hardly contribute to the festival days of an Inspector's life. They will not, I imagine, find a place in his most cheerful and consoling recollections. For my own part, I always visit this dark spot in the educational map with reluctance, and leave it, in spite of many private attractions, with a sensation of relief. I know few places where the dismal factory wages more successful war with the school, or where premature and unnatural labour counts a larger number of victims; none which displays more seductive attractions to beguile children from their true welfare, or opposes more inflexible obstacles to the progress of elementary education.

I should not state the case to my own satisfaction if I were to omit all reference to certain facts, which, though in direct opposition to those already noticed, are not less suggestive and instructive, and which confirm, though by way of contrast, the conclusion which I seek to establish. There are, I am thankful to say, a few schools in my district where, through the operation of special and exceptional causes, children are really *educated*. It will be observed, from the statistical table which I have composed, that the per-centage of scholars above fourteen years of age is larger in my district than in any other, except that of Mr. Longueville Jones. That gentleman can boast 3·19 per cent. of that almost visionary class of scholars,

while I can reckon, though second in the list, only 2·83 per cent. I have had no opportunity of inquiring how he accounts for his pre-eminence, but I can easily explain my rivalry with him. There are five or six schools in my district—I wish they were all of the same privileged order—where the temptation to juvenile labour does not exist, or is overcome by more potent influences. In these schools a certain number of children are retained, by the provident charity of the teachers and promoters, who add to the boon of instruction the supplement of food and lodging, during a period sufficiently protracted to allow of something like that effective discipline of the habits and energetic cultivation of the intellect, the combination of which makes up the whole work of education properly so called. These schools, which I call to mind with an instinctive predilection, are the *oases* in the weary desert of popular education. They do their work, and they do it thoroughly. They deserve to be counted, as I have once observed in speaking of one of them, amongst the most valuable institutions which a nation can possess. Nottingham possesses one of them, Derby another, St. Leonard's a third: I am unwilling to give the whole list, lest I should exhaust it too quickly, and expose too rudely its narrow limits. But, few as they are, they are numerous enough to prove what can be accomplished, no matter with what class of children, nor under how discouraging circumstances, by teaching of the highest order, continued through *a sufficient period of time.*

Is there no hope that this class of schools and of scholars may be multiplied? The answer to this question involves, I believe, the whole future destiny of elementary schools, as well as of the great national interests which they are designed to promote, within these realms.

It is because the conviction grows upon me, year by year, that this is the root of the whole matter, the ultimate issue upon which all educational speculations must turn, and beside which all others are trivial and subordinate, the capital and most urgent topic for consideration with those to whom it belongs to assume the initiative in such a cause, that I have taken the liberty to present the reflections of which this grave and practical inquiry forms the natural conclusion. If there is any weight in the facts which I have adduced, any cogency in the arguments which I have founded upon them, I may now venture to submit, in quitting the subject, that the real question for all who are concerned in furthering the interests of public education is not, as some seem to suppose, how school buildings may be most advantageously constructed, what books may be most profitably used, nor how teachers may be most effectively trained—all these have long since passed from the domain of

theory to that of experimental knowledge—*but how children may be brought to school, and kept there till their education is complete.*

I proceed now to notice such points of detail with respect to the state of my district, as seem most worthy of observation.

During the nine months of the past official year, devoted to the inspection of elementary schools, from which must again be deducted the whole of the month of July, allotted to the examination of candidates for certificates of merit, and the review of the papers worked by them, I have visited 178 schools, in 114 places. In these schools there were actually present 14,468 children. Ten of the above schools were visited twice during the year; whilst the following, liable to inspection from being under the charge of certificated teachers, received no official visit; viz., Alton, Allerton, Pontefract, Broughton, Skipton, Spinkhill, and St. Wilfrid's, Cheadle. In the case of five of these, the day appointed was objected to by the managers; at Broughton and Skipton in consequence of the children being engaged in the harvest; and it was uot in my power to visit them at a later period, owing to engagements in other and distant parts of the country. I was also obliged to decline invitations to other towns in Yorkshire, Whitby, Ugthorpe, Scarborough, &c., and to several in Wilts, Dorset, and Somerset, which I hope to have the pleasure of visiting during the ensuing year.

Of the whole number of schools in my district, there are now 63, having 107 different departments, in which there are apprenticed pupil-teachers. The total number of the apprentices is 200, and of certificated teachers 66; but the latter will I expect, be considerably increased shortly, no decision having yet been announced upon the papers of 25 candidates recently examined. There is up to the present moment an augmentation in my district, since my last report, of 49 pupil-teachers and 27 certificated teachers. At the July examination, 1855, of 11 male candidates, 8 were successful, and 1 obtained the first class; whilst of 19 female candidates, 16 were successful, and 4 obtained that distinction. This appears to me a very satisfactory result, especially as none of the latter candidates, and only five of the former, were ever in any recognized training school.

Taking a general view of the gain to my district, both in respect of apprenticed and certificated teachers, during the part year, the result is sufficiently encouraging; though it may be fairly expected to be greatly surpassed in the ensuing year through the influence of the training schools, of which only one is yet in existence, and two will come into operation at Christ-

mas. Of these training schools, and the effects which may be expected to flow from them, I will say a few words presently.

Besides the marks of progress which I have already noticed, I must not altogether omit another of at least equal importance, and which applies pretty generally to the whole of my district; I refer to the increased zeal, perseverance, and intelligence which seem to me, with few exceptions, to characterize the teachers, both male and female. It is especially my duty to express my sense of the willing cheerfulness with which most of them adopt suggestions offered, from time to time, for the improvement of their methods or system of organization, and the energy with which they commonly apply themselves to remove defects of which they have become conscious. I am far from being disposed to exaggerate the merits of the general body of teachers in my district, and do not hesitate to avow that there are still too many of them who are but imperfectly qualified for their arduous and difficult duties; and even some few who have no adequate conception of the nature of their office and mission, and who possess neither sufficient capacity of intellect nor elevation of motive to accomplish successfully the work demanded of them; but I am compelled to admit, that in proportion to my opportunities of appreciating their labours, and of observing the results which flow from them, is the growth of my regard and esteem for persons who, in the face of many difficulties, and sometimes with but scanty encouragement, display often great ability, conscientious industry, and no small measure of self-denial, patience, and charity. I do not here allude to that special class of teachers, to whom I have referred in former reports, whose eminent virtues place them far above the reach of my feeble praise, and whose labours I am content to acknowledge with respectful gratitude; but to those of a humbler order, who have embraced teaching as a profession by which they gain a modest but honourable livelihood. Making all due deductions, and freely admitting that there are still many whose work one can only contemplate with mixed feelings, I express my sincere conviction when I say, that, on the whole, they are faithful, exemplary, and capable teachers, doing honor to themselves, and to their calling, and rendering invaluable services, for which, though they are now more and more warmly recognized and appreciated, they are not likely to receive in this world any adequate recompence.

I cannot, however, refrain from observing that whatever distinction may be noticed between teachers with respect either to their capacity or attainments,—and in these two particulars complete uniformity cannot be reasonably expected—there is one point, with reference to which we may fairly demand that

they should all be included under one class. There ought not to be one category of the earnest and high-minded, and another of the careless, lukewarm, and apathetic. Yet this kind of distinction is unfortunately quite as conspicuous as that more inevitable one which divides them into accurate and superficial, keen and slow-witted, skilful and bungling.

It has always been my practice to recommend school managers who have done me the honor to ask my advice, to show great forbearance towards teachers of moderate ability and attainments, in whom they observed zeal and faithfulness, never to refuse them a fair trial, and not to condemn them too peremptorily, as incapable of rendering good service. I have had no occasion to regret such counsels; but when I have clearly detected in any teacher, after comparing my impressions with those of the managers, the absence of the first and most essential condition of success in the duties of his office, stedfastness of purpose, and religious care for the children committed to his trust, I have always used any influence which I possessed to procure his dismissal, whatever might be the superiority of his talent or knowledge. I am afraid there may be still a few of this class, I believe very few, lurking in corners of my district. Against such teachers I declare open war; against the selfish, worldly, ambitious, and indifferent; and will do all that may be done lawfully and charitably to extirpate them, root and branch: let them go elsewhere; the school is no place for them—it is no fit scene for such habits, no suitable theatre for such actions as theirs. Let our children be carefully and jealously protected from such pretended "teachers," who generate more mischief by their example, by their listless neglect, their cold and unloving manner, their hollow and pretentious phrases, than is counterbalanced by any small amount of real knowledge which their pupils can acquire from them. Against these, let all school managers, for the sake of the little ones for whose welfare they are responsible, be rigorous and uncompromising. Forbearance in their case is without excuse, and deserves to be called by a much harsher name.

Perhaps I may venture, before I quit this topic, to repeat once more, both that the teachers of this class are few in number and rapidly disappearing, and that the general impression which contact with the better sort leaves on my mind is one of cordial sympathy and respect. It may be inexpedient, as a rule, to mention names, but it is a particular gratification to me to state that it is always with lively pleasure that I anticipate my visit to schools conducted with so much diligence and religious zeal, as those of Mr. Keller of York, Mr. Skippins of Broughton, Mr. Hanlon of Barnsley, Mr. Oates of Clifton; or again, of Miss McIvor of Tudor Place, and

others. I have been very unfortunate if I have failed in convincing such excellent teachers as those whom I have named, and all others of their class, how sincerely I admire their patient courage and laborious industry, and how warmly I am interested in their personal welfare, as well as in the success of their schools.

It is hardly necessary to say, that as there are two classes of *teachers*, in which the worthy far outnumber the unworthy, so there are two classes of *pupil-teachers*, who reflect, generally with the closest resemblance, the qualities of the guides under whom they are trained. With the great majority of the apprentices in my district, I have reason to be abundantly satisfied; and a considerable portion of them, in respect of progress in learning, skill and assiduity in teaching, and personal conduct, deserve the highest eulogy.

Nothing which has occurred in my district during the past year, has given me more unmixed pleasure than the remarkable success obtained, thanks to the eminent ability and unwearied patience of their teachers, by the pupil-teachers at Nottingham, Wolverhampton, York, and a few other places; and I have the satisfaction of believing that a certain number of them have acquitted themselves with equal credit in the recent examination for Queen's scholarships.

But it is unfortunately true that all are not of this class. All have indeed so far fulfilled the conditions of apprenticeship, as to entitle themselves to payment and advancement, but with very different degrees of merit; and this difference, in nine cases out of ten, is to be attributed, I think, exclusively to the character of their teachers. I have seen no reason to believe that any of the latter have failed to give the extra instruction required by the terms of the indentures, and it is within my knowledge that very many have largely exceeded the strict letter of their obligations in this respect. But it is certain that some of the pupil teachers in my district exhibit, both in the discharge of their school duties and in their general character, a disagreeable contrast with others; and though there may be a few cases in which the cause is to be found in their own carelessness and apathy, or in natural defects, the fault lies almost always with their teachers, in whose instructions they perceive nothing solid and attractive, and in their example but little worthy of imitation. It must be added, too, that the influence of school managers does not appear to me to supply a corrective to this evil, except in comparatively rare instances. Indeed, if the observations which I have made on this point have been free from error and inaccuracy, a certain number of school managers would seem to be unconscious of any responsibility in this respect.

Nor can I entertain the least doubt that the greatest and special misfortune which attaches to schools under my inspection, compared with which lesser evils sink into insignificance, is the very small share of personal attention which many of the clergy, overwhelmed by the manifold and never-ending labours of their ministry, are able to afford them. I have constantly occasion to deplore this unavoidable calamity. No sacrifice of means which the welfare of their schools demands from the clergy is refused; they give, cheerfully and profusely, everything but their time; and this they would willingly give too, if the day were forty-eight hours in length instead of twenty-four. It remains, however, a very painful consideration, that, owing to their incessant toils, and the peremptory claims of other duties, a large number of the clergy are reluctantly compelled to abstain from that direct personal control and management of their schools which belongs of right to them and to their office, which they would so willingly exercise, and in which none, however highly qualified, are capable of acting as their substitutes. All, therefore, in such schools depends upon the teacher. If he is zealous and competent, it is well for the children, and the evil is at least partially counteracted; if not, there is no remedy. And in the latter case, it is easy to imagine the fate of the pupil-teachers. At the close of their apprenticeship they are little better qualified to teach than at its commencement. I am, of course, speaking of extreme cases, but still of cases which actually exist; and the conclusion is forced upon me, that in such instances the system of apprenticeship is a delusion.

On the other hand, where the clergyman is able to take that active share in the management and instruction of his school which its welfare requires, and without which it can rarely attain or preserve even moderate efficiency, the slothful teacher is detected, warned, and, if needful, dismissed; while the earnest and intelligent receive that countenance and support which is not only their most useful stimulus, but, as many of them have avowed to me, their most coveted reward.

On the whole, I should be disposed to assert as an axiom, subject to deductions which need not be specified, that a school will flourish precisely in proportion to the degree of attention which the clergyman is able to bestow upon it. I doubt whether there is a single school in my district, except those which are under the charge of communities, of which this is not strictly true; and I could mention several enjoying the inappreciable advantage of watchful and intelligent clerical supervision—such as Tudor Place and Dufour's Place, London; Barnsley and Broughton, York; Newport, Monmouthshire; and others—which, whatever may be the merits of their re-

spective teachers, owe, in a great degree, their peculiar character to the incessant care and enlightened zeal of the resident clergy. But it is needless to insist further upon a truth which few will be tempted to deny.

To sum up what I have said with respect to the general body both of teachers and pupil-teachers in my district, and to record my impression of the result of their labours, I feel no hesitation in saying, that steady and sustained progress and improvement is its characteristic. This is certainly no exaggerated or over-coloured statement of a fact, of which I entertain not the smallest doubt, and the accuracy of which I believe the experience of every recurring year will sanction and confirm.

The next point to which reference may be made, is the very general disposition to improve existing school-buildings, and to erect new schools where none had previously been found. So much has been done in this way during the last five years that examples may now be expected to present themselves more rarely, but several may be noticed since the date of my last report. New schools have been completed at Skipton, Pontefract, Broadway, Brighton; Bristol, St. Nicholas; Wolverhampton, St. Mary's; Winchester Row, London; Bankside, &c.; whilst others are in various stages of progress at Westminster, Commercial Road, Greenwich, Isleworth, Great Haywood, Cardiff, Devonport, Cheltenham, Upton, Gosport, Hull, &c. Of these schools, several, and especially those at Skipton, Pontefract, Wolverhampton, Greenwich, Cardiff, and, more than all, Winchester Row, have been erected with much judgment, and have considerable architectural merit.

The desire to adopt improved systems of organization is also conspicuous in many parts of my district, This has been especially manifested at Newport, in Wales; Sheffield, St. Vincent's; Fulham, St. Thomas; and elsewhere; and in almost all the new schools now in course of erection the organization recommended in the Minute of the Committee of Council upon that subject will be adopted. There are, however, still many schools where the old plan of parallel desks and benches is maintained, in spite of its recognised defects. I must not proceed to another subject without adding, that *stone* and *brick* floors have almost disappeared from my district.

If the material fabrics and their internal arrangements are assuming more unexceptionable forms, and display, in all their details, evidence of a higher degree of practical skill and judgment, at least equal attention has been given, in a large number of schools, to the introduction of those *methods* of instruction which are recommended by the greatest weight of authority. The subjects which still require more careful

consideration are grammar, arithmetic, and geography, though there are many schools in which they are all taught with complete success, except perhaps the last, and many more in which the method of teaching them is becoming more effective.

It is in girls' schools, as might be expected, that arithmetic is taught with least success; but since there are remarkable exceptions to this rule, especially at the admirable schools at Nottingham, Wolverhampton (where the pupil-teachers have made fair progress in algebra), St. Leonard's, and some others, I can by no means admit that female teachers are necessarily inferior to male in teaching this subject. There are, no doubt, many of the former who have made up their minds that this supposed inferiority is in the nature of things, and to be accepted as inevitable. To such faint-hearted teachers I would suggest, that if they teach arithmetic imperfectly and with feeble results, it is not because the science of numbers presents any special or insurmountable difficulty to female students, but because they were badly taught in their own school days, and have not yet attempted to remove this original defect. Let them be assured that they possess the analytical faculty, however undeveloped, and that if they have the courage to invoke it from the torpor in which they have allowed it to slumber, it will certainly answer their call, and quite surprise them by the active performance of duties which it has so long and so discreditably shirked. Many of them, I can testify, teach arithmetic with clearness, energy, and a thorough perception of its principles.

With respect to *grammar*, which the best authorities whom I have been able to consult consider by far the most important subject of instruction in an elementary school, the attention of teachers in my district has been so incessantly directed to improved methods of teaching it, that it was hardly possible for them to adhere to feeble and obsolete systems. I must admit, however, that a few have displayed an amount of *vis inertiæ* which has quite overcome me. In these cases I have retired from the conflict. There are degrees of obtuseness with which it is hopeless to contend; and when a teacher who thinks that the whole of grammar is contained in grammatical parsing, and who has not the faintest suspicion that it includes the structure of language and the forms of ideas, tells me, with grave complacency, that his scholars "perfectly understand grammar," I resign myself to defeat, and cease to struggle.

But whilst I admit and lament cases of this kind, I am both surprised and gratified by the general improvement which I notice in the teaching of this important subject. A good many teachers in my district seem now thoroughly to appreciate its true place and value in the system of elementary instruction, and have acquired, by a careful study of manuals, and espe-

cially of Latham's excellent treatise, considerable skill in their mode of handling it. My own observations would lead me to the opinion that there is no more accurate test of the judgment and ability of a teacher than his manner of teaching grammar. If he is successful in this subject, he will be almost sure not to fail in others; while in schools where it is feebly taught, no branch of knowledge, except sometimes arithmetic, is imparted with skill and vigour. In spite of the authority of some eminent names, and my unfeigned deference for the decisions to which they have given their sanction, I cannot but prefer the careful study of grammar in elementary schools to that of mathematics, both as a means of cultivating the understanding, and on account of the direct and invaluable practical results to which it leads. The first of all sciences is the science of *language,* and yet it is the one which, in this country at least, has been most commonly neglected, while there are not a few persons who, it is difficult to imagine upon what grounds, systematically deride and depreciate it. I humbly submit that this is a grave and dangerous error. For my own part, I have been in the habit for some years,—if I may venture to insinuate a private opinion which is so entirely devoid of weight or authority,—of recommending the minute and systematic teaching of grammar to elementary teachers, in consequence of the undoubting conviction which I have entertained, in common with better judges, that they will find it the most effective instrument at their disposal for the discipline of the intellectual powers, as well as the primary and indispensable condition of the communication of almost all other knowledge whatsoever. The effects which I have invariably observed to flow from the recognition of this principle have powerfully confirmed my estimate of its truth.

With respect to geography, it will suffice to say, that the number of schools in which it is taught with good effect is steadily increasing. In some few, and especially at Wolverhampton, much skill and accuracy is displayed in the drawing of maps, which might be compared with the best productions of this kind in the German schools; but there are still many teachers who seem unable to reduce this large subject to a system, and whose mode of teaching it is very unprofitable. Their greatest difficulty seems to lie in the want of power to select and classify the illustrations which they employ, especially in physical and historical geography. In this subject, as in many others, the great *desideratum* for teachers is a manual of methods.

I have only one remark to add on the character of the instruction in the schools which I visit. For some time past teachers have been incessantly admonished of the duty of addressing their instruction to the understanding rather than

to the memory, and conspicuous improvement is to be noticed in this respect. But it was never intended that they should *neglect* the memory, and this, from want of due consideration, many of them seem to do. Formerly almost everything was "learned by heart," a process so superficial and irrational that it may be fairly doubted whether even the memory, which naturally refused to retain what it could not digest, gained by it, in the long run; and now, by a curious reaction, the immense importance of this faculty is overlooked, improvident lethargy succeeds to excessive action, and the opportunity of conveying knowledge of which it is the suitable vehicle is lost. Some teachers very wisely use their personal influence—how few of them understand that this is their most valuable quality!—to induce children to read *at home*, and excellent results, as might be anticipated, follow from this practice. I have known cases where an accurate knowledge of the outlines of British history has been acquired in this way. But it may be used to obtain more important ends; and considering what an invaluable treasure the teachers in my district possess in the stores of religious and devotional poetry, often of the highest merit, which are now at their disposal, it implies a great want of care and judgment to neglect the advantages which this privilege affords them. It would be well, on many accounts, that portions of hymns and songs, composed expressly with this object, should be committed to memory on certain days of the week; and that a general recital, accompanied by such harmless pomp of circumstance as might be deemed expedient, should take place at stated periods. Such a practice, almost universal in continental schools, will be found to be an educational instrument of no mean efficacy. Perhaps I may also venture to submit, with deference to school managers, that all children above a certain age might be required to repeat *by heart* every Monday morning the whole or a portion of the Epistle or Gospel from the divine office of the previous day. This custom prevails in schools of almost every class in France, and there are surely solid reasons for its adoption amongst ourselves.

I cannot conclude this report without a few observations upon the training schools already established, or about to come into operation, and upon the management of which the future form and character of primary schools so largely depend.

Of the Training School for male teachers at St. Mary's, Hammersmith, upon which it will be my duty to present a special report, I need not here speak. It will be enough to say that that institution, of which the staff is now complete, and where the capacity of accommodating students is being largely increased by the new buildings now in course of erection, will probably suffice, at least for some years, for the training of Queen's scholars and other classes of teachers, both

in my district and in that of my colleague, Mr. Stokes. may, however, take the opportunity of expressing my regr that any of the students should have been so ill-advised as quit this training school at the expiration of their first yea In this step, whether instigated by their own secret motiv or by the well-intentioned counsels of others, they ha certainly not consulted their true interests. The period residence is wisely left to the discretion of students, and other restraint than that of advice and friendly admoniti can be properly imposed upon them. But it ought to carefully impressed upon them, by all who have power influence their decision, that, as a rule, one year's training insufficient. Many pupil-teachers have received only the mo meagre elements of instruction previous to the commenceme of their apprenticeship; and too many of them again ha derived but scanty advantage from their four or five yea training under a feeble and unimpressive teacher. For these it must be said, without hesitation, the discipline a instruction of a single year at the training school is adequate preparation for their future duties. That whi might be amply sufficient for students of a higher class, a for those who have received a more energetic moral trainin will by no means correct *their* defects, nor accomplish which their more imperfect state requires. School manage will therefore do well to discourage that impatient desire f an independent position which is sure to influence most powe fully those who are least qualified, owing to the incomplet ness of their moral education, to accept with safety the gra responsibilities which such a position involves. It is, moreov of great importance to instruct them as to the true nature a design of a training school. To make further progress in t several branches of elementary knowledge, and to acqui increased skill in teaching them, is only, I will venture assert, a very inconsiderable part of the special work which is proposed to effect in such an institution. Higher aims th these must be distinctly kept in view, both by professors a students, if the "training" which is offered to the latter is be more than superficial and delusive. They may not on have a very sound knowledge of grammar, arithmetic, a many other things, but teach them with fluency and precisio and yet be utterly unfit to be entrusted with the charge children. It is to qualify them for that trust that the trainin school has been established. This is its primary and ch design, compared with which every other is subordinate. it does not, in some adequate measure, do this, it does nothin and one year, except in cases which, for some time to com will be comparatively rare, is not sufficient for such a work.

I know enough of the training school at Hammersmith, a

of the character and sentiments of the Principal and of the officers associated with him, to feel quite sure that, while the intellectual training will receive due attention, and great advantages be enjoyed by the students in this respect, the characteristic feature of the institution will be vigour and exactness of moral discipline; and in this I see the surest guarantee of its complete success. It will form *teachers*, in the fullest sense of the word, not mere *lecturers*, who deal with children as if they possessed nothing but ears. Already very striking and valuable results have accompanied the eminently wise and thoughtful system which the Principal has adopted. I had lately the satisfaction of examining some papers written by students remaining for the second year. The questions referred to moral philosophy, Scripture history, and the structure of prophecy; and several of them were answered with a precision of knowledge and delicacy of feeling which excited my admiration, but which were chiefly valuable as indications not only of the skill and sound judgment with which such studies had been directed, but of the judicious cultivation of faculties and habits of mind, most necessary to the thoroughly-formed teacher, but which only the exercise of a powerful but gentle and refined influence can awaken into activity.

I trust that school managers will feel the importance of securing for students the advantages of such a training during a *second* year, and offer no encouragement to abandon them at the end of the first. For myself, acting, as I believe, in strict accordance with the views of the Committee of Council in this matter, I shall always refuse to recommend a student of *one* year to the charge of a school, except in the special cases to which I have alluded, as long as it is in my power to name one who has given more satisfactory evidence of his discretion and judgment by continuing through a *second* twelvemonth the period of his training.

The institution to which I have referred is destined to form a body of male teachers; two similar ones have at length been established for female students, one at Liverpool for the Northern, another at Nottingham for the Southern district. I am officially concerned only with the latter.

The number of candidates who have presented themselves at the first examination for Queen's scholarships, held at Liverpool and common to the two districts, is, I believe, 34. This number may be expected to increase yearly. In the two districts there are 150 pupil-teachers in their first year, of whom at least three fifths are females,—in the southern district 44 out of 70; and as this number will probably rather increase than diminish in successive years, while the proportion between the sexes will remain nearly identical, the annual accession of students who have completed their apprenticeship

in the various schools will suffice, no doubt, to furnish both training schools with an adequate supply of resident students.

In consequence of unavoidable delay in the arrangement of preliminary questions, no progress has hitherto been made, beyond the acquisition of a suitable site, towards the completion of the permanent buildings at Nottingham. Meanwhile, the use of provisional buildings, upon the nature of which I have addressed a report to the Secretary of the Committee of Council, has been sanctioned; and about fifteen students—I am not exactly informed as to the number—have been admitted into residence. The result of the examination for Queen's scholarships not being announced at the moment of writing this report, I am unable to state what proportions of the candidates have been successful; but as, with a few exceptions, they were from some of the most efficient shools in my district,—Wolverhampton, York, and Nottingham,—and had completed their apprenticeship with more than average credit, I can entertain no doubt of the result as far as the majority are concerned.*

I have still less reason for apprehension or misgiving with respect to the character and completeness of the training which the students admitted at Nottingham will receive. I anticipate that in its main features it will, *mutatis mutandis*, very much resemble Hammersmith. All the ladies who will take part in the management and instruction are practically acquainted, by long experience, with the duties and difficulties of a teacher, and with the details of school-keeping. The principal teacher has given the best proof of her competency by gaining the first-class certificate of merit. The real objects of a training school will, I am persuaded, be carefully kept in view and fully attained; and the same patient skill which has made the elementary school at Nottingham one of the best, as far as I am capable of judging, in Europe, will be displayed in forming the characters and developing the intellects of the new class of students.

In conclusion, the state and prospects of education in my district appear to me fully satisfactory; and I do not think I am too sanguine in indulging the hope that at no distant day there will not be a single school in it without a certificated teacher, and very few in which the work of education is not progressing, as far as the age and attendance of the scholars permit, with substantial success.

I have the honor to be, &c.

T. W. M. MARSHALL.

To the Right Honourable
The Lords of the Committee of Council on Education.

* It appears that 29 candidates out of 33 have been successful in obtaining Queen's Scholarships.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY T. W. M. MARSHALL, ESQ.

SUMMARY *a*.

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
97	46	54	17	16	11,926	8,988	11,763	30	187

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·9	6·6	10·27	12·15	13·8	12·8	12·0	10·3	7·04	5·11	3·38	2·65

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years, and over.
36·59	33·89	13·55	9·2	4·11	2·66

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of 59† of Schools enumerated in Summary *a*.									Average Income per Scholar in attendance.‡
From Endowment.		From Voluntary Contributions.		From School Pence.		From other Sources.		TOTAL.	
£	s. d.	£	s. d.	£	s. d.	£	s. d.	£ s. d.	s. d.
319	0 11	3,061	16 1	1,219	13 4½	846	10 3½	5,447 0 8	12 1½

Aggregate *Annual Expenditure*, as stated by Managers, of 59† of Schools enumerated in Summary *a*.								Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*, relates.
Salaries.		Books and Apparatus.		Miscellaneous.		TOTAL.			
£	s. d.	£	s. d.	£	s. d.	£	s. d.	s. d.	
3,910	8 0	541	16 5½	1,391	16 7½	5,874	1 1	13 0½	8,988

* At the date of closing these Summaries.
† The number of Schools inspected during the year was 97; but from 38 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	74 13 0	14	6
	Uncertificated	51 16 1	19	3
SCHOOLMISTRESSES	Certificated	57 4 9	15	9
	Uncertificated	53 8 4	28	13
INFANTS' SCHOOLMISTRESSES	Certificated	41 0 0	1	1
	Uncertificated	27 8 0	8	–

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
44	5,177	56·86	33·88	5·06	3·09	1·61

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools*, SCOTT NASMYTH STOKES, Esq., B.A., Barrister-at-Law, *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in the* NORTHERN DIVISION *of* GREAT BRITAIN.

MY LORDS, January 1856.

DURING the twelve months which expired with the 31st of August 1855, I inspected 127 separate schools, comprising 218 departments, and attended, at the time of my visits, by 19,163 children. Compared with the work of the previous year, there will be found an increase of 11 schools and 32 departments, but a decrease of 713 in the number of children examined, attributable in part to the unusual severity of the winter of 1854–5, and in part to the disappearance from my list of 12 schools, attended at the period of inspection in 1854 by 1,354 children. These schools are situated in Berwick, Crosby, Dumbarton, Dumfries, Gateshead, Great Eccleston, Kendal, Kirkham, Macclesfield, Ribchester, South Shields, and Stockport St. Joseph's. Moreover, three schools, attended in 1854 by 244 children, were from accidental circumstances closed on the days of my visit in 1855. Some of the schools, not this year noticed in my tabulated reports, will reappear hereafter. Macclesfield, which is in regular receipt of annual grants, is not now included, solely in consequence of a change in the month fixed for my visit. In Kendal and Kirkham, I am glad to know, great improvements have been effected; and it may be hoped, that the other dropped cases, similarly improved, will again seek the assistance offered to them, when the supply of trained teachers has become less inadequate to the demand.

Meantime the partial void has been more than filled by the addition of 24 schools, visited by me for the first time, of which 8 have already secured annual grants.

An examination of female candidates for the certificate of merit, held before me in Liverpool, at Christmas, 1854, was attended by 13 teachers, of whom only two gained classes. At the examination of masters, held simultaneously in London before Mr. Marshall, one candidate from my district obtained his certificate.

In the summer of 1855, another examination for certificates, open to teachers of either sex, was held before me in Edin-

burgh. Of the 14 masters and 8 mistresses who presented themselves on that occasion, it was highly gratifying to me to find in the class-lists the names of 12 males and 6 females, a convincing proof that the candidates had not faced the ordeal without a course of diligent and well-directed preparation. But the most remarkable fact connected with that examination was the distinguished success of four young women, who having creditably completed their apprenticeship as pupil-teachers in the Edinburgh schools, and subsequently pursued an appropriate course of study for fifteen or eighteen months, were permitted by your Lordships, in the absence of any regularly constituted training-school for Roman Catholic females, to offer themselves for examination as trained students; and, I may add, justified the indulgence shown to them by their excellent performance. It is my grateful duty to record, that to the wisdom and liberality of the Rev. George Rigg, of Edinburgh, and to the ability and professional ardour of Mrs. Durie, of St. Mary's school, my district is indebted for its first accession of home-trained certificated schoolmistresses, who in Edinburgh, Newcastle, and Falkirk are now repaying the six years' labour bestowed upon them by assiduously labouring in their turn for the improvement of poor schools. As evidence that my estimate of the value of their services is shared by others, I may mention, that during the examination a salary of 60*l.* per annum, with a free house, was offered to one of them by the manager of a school in Lancashire.

At the close of the winter examination, I was employed in revising the Latin papers, prose and verse; and in the summer, I was entrusted with all the papers of those examined before me.

On the whole, the past year has added 23, or 64 per cent. to the former 36 certificated teachers; but the bulk of this addition has been made too late to affect the results of inspection shown in the summaries of my year's work.

I have examined 406 young persons, either pupil-teachers or candidates for the office. The latter class has numbered 149, of whom 82 were admitted, and 67 rejected. The number of apprentices has risen from 273 to 312. Within the year, 27 have completed their service with credit, and 10 have been prematurely released from its obligations. Regarding every one of these cases, I introduce such particulars as seem to possess public interest.

SCHOOLS, with Names and present Position of Apprentices who completed their Service with Credit between 30 September 1854 and 1 October 1855.

School.	Name.	Employment.
	MALES.	
Edinburgh, St. Patrick's	J. M'Nally	Student at St. Mary's.
"	J. Barker	In trade.
Leith	J. M'Affrey	Queen's scholar.
"	J. Nevin	Recommended for employment in the public service.
"	O. Fairley	
Bolton, St. Peter's and St. Paul's	W. Finnigan	Queen's scholar.
	H. Davis	In a surveyor's office.
Garstang	G. Grayston	Assistant in Preston.
Manchester, St. Chad's	J. Goulden	In trade.
"	J. M'Dowell	At college in Belgium.
Stockport	A. J. Marsden	In training at St. Mary's.
	FEMALES.	
Edinburgh, St. Catherine's	S. M'Gonigal	Assistant at Wigton.
" St. Mary's	A. Kelly	Emigrated.
Garstang	A. Sandwell	Teaches at Fleetwood.
Hurst Green	J. Nickson	Queen's scholar in Liverpool.
Liverpool, St. Anthony's	E. J. Donnegan	Teaches in Liverpool.
" St. Mary's	B. Sherlock	Teaches in Liverpool.
" "	M. A. Wharton	
" "	M. Sheehan	Teaches in Liverpool.
Newcastle, St. Andrew's	A. Harrison	Queen's scholar in Liverpool.
"	M. Murray	Teaches at Scorton.
"	S. Summerbell	Teaches at Redditch.
Preston, St. Augustine's	P. Thompson.	
"	E. Lunt	Teaches in London.
"	M. Newby	Teaches in Preston.
Towneley	E. Ellis	Married.
"	R. Redman.	

LIST of SCHOOLS in which, between 30 September 1854 and 1 October 1855, Apprenticeships have ended prematurely, with Statement of Cause of Failure.

School.	No.	Cause of Failure.
	MALES.	
Glasgow, St. Alphonsus'	1	Evening school taught by the master.
Liverpool, St. Anne's	1	Consent.
North Shields	1	Ill-health.
Sunderland	1	"
Wigan, St. John's	1	Misconduct.
	FEMALES.	
Alnwick	1	Discontinuance of school.
Burnley	1	Misconduct.
Edinburgh, St. Mary's	2	"
Euxton	1	"
Glasgow, St. Alphonsus'	1	Want of attainment.
Liverpool, St. Nicholas'	1	Death.
" St. Peter's	1	Consent.
Sunderland	1	Misconduct.

Upon the gratifying fact that pupil-teachers of both sexes have now gained Queen's scholarships, I propose further on to offer some observations.

Of assistant-teachers there are at present but four in my district, three males and one female, placed at Newcastle, St. Andrew; Preston, Upper Walker Street school; Wigan, St. John; and Wigton, respectively.

No examination for registration has been held. An examination was announced for Easter week, but was postponed, as only one teacher announced his wish to attend it. Indeed my small class of registered teachers promises to dwindle away; for of the six teachers who composed it, one has emigrated, three have gained certificates, and the other two attended the late Christmas examination in the hope of securing the same happy result. It may not be amiss to notice, in reference to the postponed examination, that, as I have been informed, some teachers who had given no notice of their intention, presented themselves at the advertised time and place, and were much disappointed to find no one present to examine them. It may be truly asserted, that such persons deserved their disappointment. I wish I could see ground for believing that the well-known preliminary, lately declared *indispensable*, of previous notice to the Council Office, will never again be neglected by any candidate for examination.*

Such in brief has been my year's work. I have visited 127 places, inspected 218 school-rooms, passed in review 19,163 children, examined and reported on 406 pupil-teachers, held three examinations, and revised certain of the papers confided to me for that purpose. It has been a satisfaction to find myself able throughout the twelvemonth to attend regularly to the annual grant cases without admitting any arrears, and to meet everywhere with a grateful sense of the punctuality of your Lordships' officers in London in remitting stipends due to teachers and apprentices. Should there here and there be an exception, it is now well known that delays arise in the Council Office only when school managers omit to make in due time or form the annual returns upon which your Lordships' grants are based. To some managers of schools my apologies are due for visiting them at a time somewhat earlier than was anticipated. A good school, however, is never unprepared; and an inspector's pleasure and confidence are largely increased when, coming unexpectedly, he finds everything in commendable order. In 1856 I expect to do no more than keep my work from falling into arrear; and I shall be

* The Regulations now imperatively require that names of candidates should be presented, for the Christmas examination before the 20th of November, and for the Easter examination before Passion Sunday.

unable to afford, as in 1855, some small relief to my colleague, Mr. Marshall.

Among the school-buildings erected in the course of the past twelve months the most remarkable are found in the handsome and commodious additions to St. Oswald, Liverpool; and the elegant fabrics at Stella, near Newcastle; Claughton, near Preston; and Wigton, in Cumberland. At St. Mary's, Manchester, a chapel has been purchased, and, at considerable outlay, converted into two exceedingly useful school-rooms. The attempt at Whitehaven to employ a not dissimilar building, without alteration, has signally failed. Upon the whole, although the district may now boast of several school fabrics justly deemed magnificent, and still retains some of an opposite character, yet it would not be easy to select a case where sufficient area, well laid out, and combined with the requisite conditions of light, warmth, and ventilation, has been obtained in a suitable style at a moderate outlay. The high open roofs, so striking to the eye of a casual visitor, produce in summer an enervating degree of heat, and in such a winter as 1854–5 an excessive cold, which is incompatible not only with learning but with health. In some cases the attempt is made to heat several large rooms by means of a single hot-air flue, which may produce some effect in the nearest or the highest room, according to the direction of the pipe, but leaves the other rooms quite unwarmed. The system of warming by hot-water is more successful, but is liable to the objection, that the furnace is for the most part under the charge and control of some person unconnected with the school-work, and thus it happens not unfrequently that the supply of heat is regulated by other considerations than the wants and wishes of the teachers and scholars. Yet, even in rooms which no expense has been spared to warm, in the presence of blazing fires, it has been known, this winter and last, that the ink freezes repeatedly in the inkstands in the course of a single copy, while the few young children, hardy enough to attend, are crying from the bitter effects of cold. I attribute this excessive degree of cold to the large and draughty roof. And thus it happens that, at a season when the trials of the poor are most severe, their homes unusually wretched, and when, from the force of merely natural instinct, a warm and cheerful school-room might be expected to secure a full attendance, the school-room is, on the contrary, quite deserted, because more comfortless than the children's homes, and more insufferable to them than the very streets.

And here, perhaps, would be the place to offer a remark upon the small number of playgrounds which I have observed in the district. The general impression appears to be that a

playground cannot be had in towns, and is unnecessary in the country. I refer with pleasure to examples of more enlightened views, and happily there are not a few of them. Of town schools: Edinburgh, St. Andrew; Liverpool, St. Anne, St. Anthony, St. Thomas, and St. Oswald; Manchester, St. Patrick; Preston, St. Ignatius and the Talbot; Glasgow, St. Mary; and Wigan, St. John; all possess good playgrounds. Aberdeen, Alnwick, Chorley, Burnley, and Coatbridge, among the smaller towns, as well as Gillmoss, Towneley, Ince Blundell, Litherland, Appleton, Lytham, and Osbaldeston, among village schools, deserve mention on the same account. Hexham and Stella have suitable playgrounds with covered sheds. The playground at Lancaster is excellent, partly laid out in flower-beds, allotted among the elder children, who are allowed, as long as the daylight lasts, to cultivate their flowers at any hour convenient to themselves. Here they find open to them a place of happy recreation, and, while gaining a refined taste, they learn also the very necessary lesson of respect for their neighbour's property. Of playgrounds so well used I wish examples were more numerous. Certainly the playground unused will avail nothing. Nothing is worse, says a great authority, than schools where the children never play. And though the remark applies more immediately to boarding-schools, yet, in regard to primary schools of the usual class, as play certainly forms part of the education of the children, it is to be desired that play should be carried on in the school ground, under the observant and directive eye of the teacher. Few would be unable, in an examination, to answer speculative questions upon the playground's benefits; how is it that few too make practical trial of them?

Further experience confirms the high importance of the improvements in organization recently effected in the large schools of St. John, Wigan; St. Wilfrid, Preston; St. Andrew, Newcastle; St. Mary, Edinburgh; and many other places. In some the arrangements are more complete than in others,—the more complete the more effectual. To rearrange the long benches upon the floor along the sides of the rooms—a half measure occasionally adopted—produces results less satisfactory than the series of divided platforms. Curtains between the groups should not be neglected, and pipes connecting the ends of the curtain-rods afford the best means of lighting a school with gas, dropping the burners exactly where they are wanted, above and in front of each group. It may not be amiss to observe that effective teaching requires an easel and black-board, or a large framed slate, for every group, and, for the teacher's comfort, a raised seat, which should be furnished with casters, and may afford a convenient cupboard with lock

and key for class requisites. Seats of this kind answer well in Edinburgh and Newcastle. Their cost is about one pound each complete.*

A single instance has fallen under my notice where the division of a mass of desks into groups fails to give entire satisfaction. At St. Patrick's, Manchester, where the girls' room is nearly square, with doors upon two sides and low windows on the other sides, rising platforms have been ranged back to back down the middle of the room; and, though it appears certain that the change has afforded to the pupil-teachers a better scope for teaching, and to the children increased opportunities of learning in class, yet it has as certainly deprived the head teacher of the power, which she ought to possess, of comprehending the whole school in one glance, and of addressing collective lessons to all the children at once. It was the opinion of Mr. Marshall, as it is my own, that in this school the accommodation is not, either under the old arrangements or now, adequate to the number attending it. Parallel groups, where tried under fair conditions, have, I believe, always pleased.

To the schools mentioned in my report for 1854 as having substituted wooden floors for stone, I have now only to add Middleton, near Bridgnorth, Euxton, Darlington, and Hurst Green. Few stone floors remain, and one step forward has been gained.

During the past year drawing classes have been in operation at Preston, St. Ignatius; Newcastle, St. Andrew; Liverpool, St. Thomas; and in Edinburgh. The prizes gained by pupil-teachers in Newcastle and Edinburgh will have the effect of stimulating exertion, and I hope to have larger results to report on future occasions.

The Minute of 1st March 1855 will, when its provisions are understood, be gratefully accepted as offering very valuable encouragement to night-schools, which, as stated in a former report, are, by many friends of education in my district, considered to be of the utmost value and utility. Under that Minute a school already in receipt of annual grants may obtain for an evening school in connexion with it, (1,) augmentation of salary for a second certificated teacher; or, (2,) stipend for an assistant, if the attendance amount to fifty during the day and to twenty in the evening; or, (3,) upon the suitable organization of an industrial class, the day-school teacher having apprentices will be allowed to conduct also the evening-school; or, (4,) a grant of 10*l.* will be made to a separate evening-school teacher of proper character and attainments, aged between twenty and forty, teaching for not fewer than sixty nights in the year,

* See Appendix C.

and receiving not less than 10*l.* in school fees. Facilities of examination and hopes of scholarships are wisely held out to persevering night-school teachers, from which class some efficient recruits are likely to be secured for the profession.

Some of the many evening schools in my district have already claimed one or other of the forms of aid offered under this Minute, and many more are deterred from doing so only by misapprehension of its conditions. One condition, indeed, threatens to exclude for a time a certain number of them; that, namely, which determines that for a night-school to obtain assistance it must be in connexion with a day-school already in receipt of annual grants. It has been represented to me in several quarters that flourishing night-schools are well maintained, and may, indeed, be regarded as the only effective educational machinery in certain manufacturing districts, where none could be gathered into a day-school but the merest infants, upon whom certificated teachers, assistants, and apprentices would be completely thrown away. It has been thought that if such cases were brought under your Lordships' notice some relaxation of the terms of the Minute of March 1855 might in this respect be hoped for.

Of industrial schools, besides the admirable institution in Everton Crescent, Liverpool, established by Mrs. Daniel Powell for the instruction and employment of indigent girls in the manufacture of Valenciennes lace, and the no less useful institution for teaching laundry-work and dress-making at St. Thomas's, in the same town, I have visited in Newcastle one which, though of far humbler pretensions, yet from its general applicability and inexpensive character seems extremely well deserving of attention. Newcastle, the capital of the north, a large seaport, with considerable manufacturing activity, is sure to attract a large number of the poorest and most helpless class; and such of these as are Irish—not indeed a small proportion—do not reach its streets with the innocence, and virtue, and robust health of their own country fresh upon them, but come to it from Liverpool or Glasgow by a long route of misery and degradation, driven onward to they know not what by sheer inability to gain bread where they are. In such a condition many young girls, orphans, or deserted and friendless, apply to the clergy for the value of a meal, or of a night's shelter, or of clothing to allow them to seek work. Instigated by the large number and hopeless character of such appeals, the clergy of St. Andrew's, assisted by a lady of activity and benevolence, and relying upon the inexhaustible energy of Miss Hodgson, have organized a scheme to enable destitute girls to help themselves. They have established a work-room—at first it was nothing more than a gallery in the large girls' school, curtained off from the rest of the room;

they receive destitute girls, and teach them to sew and make up common articles of clothing Thus the poor girls are employed for five hours; for one hour they learn their prayers and sing; and they are taught to read. In the middle of the day they enjoy a hearty meal. Once a week this work is valued and paid for. No difficulty is found in disposing of the articles produced, as the mothers of the school-children purchase them freely, or friends are encouraged to buy them for distribution, as also to assist in providing the daily dinner. After a time employment of one of the various kinds recognized by society as suitable for young women is procured for the well-behaved. Moreover, the industrial class is made subservient to the general interests of the school; for where a child's parents are unable to pay the lowest fixed school-fee of one shilling per quarter, she is set to work until she has fairly earned the amount; and in the same way sisters earn school-fees for their brothers, and all, or nearly all, enjoy the satisfaction of making some small return for the education conferred upon them. The regularity of attendance, modest demeanour, and assiduous and improving labour of this industrial class, while they afford the liveliest gratification to its supporters, prove how rich a harvest persevering cultivation may draw even from the most untoward subjects. I must not omit the Christian charity shown towards the industrials by the day-school children, who share with them their frugal meals, and find many ways of showing mercy, thus warmly associating themselves with the good work of the school manager.

School libraries are established at Liverpool, St. Thomas'; Edinburgh, St. Mary's; Euxton, St. Mary's; Rainhill; and some other places. With system and punctuality they are found to produce results corresponding with the wishes of the promoters. Particulars, which will be found in the Appendix, have been kindly furnished to me in illustration of their utility at Euxton and Edinburgh.

Upon the subjects most suitable for the instruction of children in primary schools, there exists throughout Europe a pretty general concurrence of opinion. These subjects are taught generally in the schools of my district; but with so wide a difference in the skill and ability of the teachers, so striking a contrast in the knowledge of the children in various schools, that it would, I think, be impossible to frame any comprehensive remarks which would fairly represent the present state of instruction. Your Lordships require not perfection, but improvement; and when I have stated that while some few of my schools have reached a point of excellence which cannot probably be surpassed, the remainder are, each in its degree, generally improving in instruction as well as in disci-

pline and material appliances, I shall have given a tolerabl accurate account of the condition of the district.

But, to quit generalities, it will rather be useful to recor here what is being accomplished at Edinburgh and Newcastl which I select rather than Liverpool and Preston, because co operation with the Committee of Council has been there mor complete, and because, boasting no architectural grandeur, an enjoying no advantages of religious communities to lessen th burthens of school-managers and supporters, the Roma Catholic schools offer for universal imitation examples decided success attained under ordinary conditions.

In Newcastle there has hitherto been but one school, com prising separate departments for boys, girls, and infants, unde three teachers, all holding certificates of merit. The master i aided by an assistant and five apprentices; the mistresse employ nine pupil-teachers among the girls and infants. Ther is an industrial class, already described. There are evenin classes for boys and girls, under distinct teachers, for whon grants of 10*l.* each have been claimed. Mr. Scott, the teache of the local School of Art, attends once in the week to giv lessons in drawing, and some of his pupils, besides three o the apprentices, have gained prizes by their drawing exercise Singing from note is not prosecuted to any extent; but a acquainted with the indefatigable manager, the Rev. J. A Browne, whose hereditary musical talent is as well known a his devotion to his school, will readily believe that the childre sing by ear with unusual sweetness and accuracy. Great im provements have recently been made in the school-rooms b the removal of a stone floor, and by a thorough reorganizatio A system of graduated quarterly payments admits the chil of the mechanic without excluding the beggar, and support the efficiency of the school. I must not omit that all of th five pupil-teachers who have completed their term here ar now either engaged in teaching or under training in norma schools. When the Parliamentary grant for education wa extended to Roman Catholic schools, Newcastle St. Andrew' was the first applicant for a share in its distribution; th same school has continued until now more fully than an other school to co-operate with all your Lordships' measure I make no invidious comparisons. I but state the fact, that n school but St. Andrew's, Newcastle, can display such a list c annual grants as the following:—

Three certified teachers.
One assistant.
Fourteen apprentices.
Two aided night schools.
Aided industrial class.
Aided drawing class.

The school-system of Edinburgh comprises four institutions, two for boys only, and two for girls and infants, makingsix departments altogether, conducted, with the aid of twenty-eight pupil-teachers, by six teachers, all certificated. The average attendance of children numbers 936, whose education costs annually upwards of 1,100*l*., of which about one-eighth is raised by school fees, nearly an equal amount by weekly collections of small sums, twice as much by larger subscriptions and donations, and the remainder from the grant at your Lordships' disposal. In regard to premises, two of the schools are unfortunately placed; the other two enjoy the benefit of rooms sufficiently commodious, and well arranged. But their chief excellence lies in the teaching and the discipline, which I think may be truly asserted to realize all that can be with reason demanded of primary schools. So comprehensive and minute in detail, so beautiful in caligraphy, are the registers of St. Mary's, as to rise into prominence among the excellences of the school, and to deserve the highest commendation. Nor are the registers confined to the day school. Similar books record the attendance of teachers and pupils at the well-organized Sunday school; while yet another set shows every particular regarding the extra instruction of the pupil-teachers, and with such satisfactory results in forming habits of punctuality, that one young teacher, now deservedly certificated, was pointed out to me, of whom the registers prove that all her absences from extra instruction during five years' apprenticeship amount, when added together, to less than fifteen minutes. All the pupil-teachers possess a scientific knowledge of music, taught by a special master, and such of them as Providence has blessed with good voices, are very respectable vocalists. For a year they attended a drawing class, formed for their exclusive benefit, and eight of them gained prizes after my last examination; and they now pursue the same study, with advantages that no private class can enjoy, in the Royal Institution of Edinburgh. Of the sixteen pupil-teachers, trained through their complete course in Edinburgh, five have gained certificates and now teach schools, two hold Queen's scholarships, two are employed as assistants, two assist in schools not under inspection, and five have adopted other occupations than teaching. Such has been the work of eight years, within which interval the schools have increased from 2 to 4, the teachers from 4 to 6, the apprentices from 0 to 28, the children from 520 to 1,249, and the fees from 27*l*. 15*s*. to 125*l*. 9*s*. 3*d*., under the fostering care of the clergy of Edinburgh.

It has been remarked that all the teachers in Edinburgh and Newcastle hold certificates. The same credit should be given to the teachers of the double schools at St. Helen's,

Carlisle, Litherland, and Airdrie. There are now 59 certified teachers employed in the district; and there is reason to expect, from the December examination, a considerable accession of numbers. More than that accession will be required; for, counting girls and infants as forming in every case but one department, I have still under my inspection ninety departments in which pupil-teachers are being trained; and, making allowance for certain teachers placed in schools without apprentices, I have not at present certified teachers for more than half that number. So far, therefore, from anticipating any large increase in the number of apprentices during 1856 and 1857, I cannot but calculate upon a diminution; unless (which is rather to be hoped) the uncertified teachers will resolve manfully to meet the regulations which render certificates indispensable, by a thorough preparation for the Easter and Christmas examinations of the current year.

But the threatened diminution in the number of apprentices, should it occur, will prove but temporary, since institutions for the training of teachers are now at length established, and will begin before long to furnish an annual supply of certificates. While, therefore, the alternative offered now to many schools is to pass their teachers or forfeit their annual grants; the choice lying before uncertified teachers is not less unquestionably either to undergo examination, or to give place before long to those who have done so.

The extension of St. Mary's Training College, Hammersmith, will, there can be no doubt, form a topic of congratulation in the Report of Mr. Marshall, in whose district it is situated, and to whom the details are so much better known than to myself. But as the pupil-teachers of Scotland and the north of England, equally with those of the south, look to St. Mary's as the field of their future training, it is of moment that they should hear of the ample accommodation now provided there for all, and of the invaluable advantages which a Queen's scholarship will open to them. My district can boast of six Queen's scholars sent up to St. Mary's. It will be a great disappointment to me next year if the number be not larger than this. With benefits but half understood, the long journey in winter, the strange college, and the three days' examination present themselves to the mind of the young and timid student as serious obstacles; but these obstacles may, I believe, be in great measure obviated as regards the north, if your Lordships should deem it desirable to instruct me in future years to admit to examination in Liverpool the male as well as the female candidates for scholarships.

The Liverpool Female Training School, which your Lordships have deemed sufficiently capacious for twenty-one stu-

dents, opens most promisingly with a complement of twenty Queen's scholars. It has been determined to provide additional accommodation in the course of the current year, so that no deserving apprentice qualified to gain a scholarship need entertain any doubt of finding room there. I trust that no such apprentice, if seriously resolved to follow the teacher's profession, will be so ill-advised as to neglect to seek the benefits of the training school. The experience of last Christmas justifies the expectation that the female pupil-teachers of my district will joyfully embrace the offer made to them, of which neither they nor I can fully estimate the value.

But the establishment of training schools, while it opens a career to deserving pupil-teachers at the close of their apprenticeship, increases the responsibility of school-managers at the period of the first selection of apprentices and during the whole time of their service. Far wiser will it be to leave one or more vacancies in the staff than to sanction an unpromising candidature or to prolong a disgraced apprenticeship. The points to be looked to by managers in the selection of candidates (over and above the absolute conditions) appear to be mainly these: the respectability of parents, a lively and cheerful disposition, good manners, and a taste for teaching. Residence with the teacher has, in some cases, been found highly beneficial, and is to be recommended. Then, when the apprentice has been bound, the managers should arrange the times of extra instruction, and should take care that, if morning hours cannot be selected (as is done with the happiest results at Edinburgh, Newcastle, and elsewhere), fixed hours in the evening should be appointed and adhered to, and no part of it be assigned to the interval between morning and afternoon school. It is desirable for the teacher to keep a book in which he enters the exact minute of his own and each of his apprentices' arrival at and departure from the place appointed for extra instruction, the subject taught, the books employed, and the progress made. A periodical examination of this book by the managers would tend to encourage the regular and to correct defects; while the further enquiry into *how* the apprentices study, and an occasional inspection of paper-work, would, before the close of the five years, produce a very sensible effect upon their attainments and tone of mind. It is not, perhaps, so perfectly easy, as may be imagined by some teachers, to blind Her Majesty's inspector at his annual visit; but it is certainly far more desirable that managers should prevent shortcomings than that the inspector should either overlook or detect them. The apprentice's good is the object of all; managers alone can secure it.

Religious subjects are excluded from the pupil-teacher's exa-

minations during his apprenticeship, at his trial for a scholarship, and finally for a certificate; but they are by no means excluded from the time-table of the training-school or from the list of a school-manager's demands upon a teacher; and I may on that account be allowed to express my regret at the knowledge which I have incidentally acquired that many young teachers of exemplary conduct and fair attainments are most imperfectly acquainted with Sacred History and the records of the Church. And, perhaps, I may still further suggest, in the way of remedy, that a portion of every pupil-teacher's time might be devoted, with great propriety, to the mastering of such works as the Abbé Gaume's "Catechism of Perseverance,"* or the Rev. S. Keenan's "Catechism of the Christian Religion;"† and that upon application from the personages responsible for the religious instruction of Roman Catholic schools, it might be possible to assemble the candidates for scholarships and certificates at Catholic training schools upon the same day with the other training schools, and to permit an authorized ecclesiastic to examine them, there and then, in religious subjects, and to revise their papers, without making any report thereon to your Lordships' Committee.

Two of the successful female candidates for scholarships, at the recent examination held before me, served their apprenticeship, without molestation, in British schools. In the north of Scotland I found last summer a similar instance of an apprentice, a Roman Catholic, who had completed his service in a Presbyterian school, and who spoke of the liberal treatment exhibited towards him. These instances may, it is hoped, show more than the praiseworthy conduct of individuals, and may prove that popular education, in affording a common purpose for earnest pursuit, tends to mitigate the asperities of religious difference.

On the other hand, bitter complaints have been made to me in some places of the working of the Factory Act, under which certain spinners in Preston and elsewhere force their juvenile hands, in spite of remonstrance, to attend particular schools, and there to receive religious instruction contrary to the wishes of their parents and their own conscientious convictions. The progress of public opinion may be expected to apply a remedy to abuses of social power so alien to the temper of the times.

I have the honor to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

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* Translated by Lucy Ward. Price 3*s.* 6*d.* Dolman London.
† Price 5*s.* Duffey, Dublin.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY S. N. STOKES, ESQ.

SUMMARY *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
127	67	75	31	45	25,805	19,840	19,163	41	312

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
6·92	6·88	9·6	11·76	13·03	11·87	12·74	9·65	8·08	4·96	3·14	1·37

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and upwards.
38·89	44·78	8·19	4·7	2·31	1·13

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of 86† of Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
265 11 2	3,313 15 5	2,760 16 7½	746 8 0½	7,086 11 3½	9 11½

Aggregate *Annual Expenditure*, as stated by Managers, of 86† of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
5 605 2 3½	693 4 4	2,038 9 8	8,336 16 3½	11 8½	14,249

* At the date of closing these Summaries.

† The number of Schools inspected during the year was 127; but from 41 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	76 11 10	24	9
	Uncertificated	51 4 11	36	11
SCHOOLMISTRESSES	Certificated	59 16 4	10	5
	Uncertificated	43 14 0	50	20
INFANTS' SCHOOLMISTRESSES	Certificated	75 18 0	1	1
	Uncertificated	27 6 11	12	—

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Nmber of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
75	12,052	65·11	25·5	5·49	2·5	1·4

APPENDIX B.

LIST of PUPIL-TEACHERS who have completed their Apprenticeship in Mr. S. N. Stokes' District, showing their Schools, their Names, and present Employment, completed to October 1855.

School.	Name.	Employment.
	MALES.	
Bolton, St. Peter and St. Paul's	M. Dawson .	Assistant in Preston for a time; now Queen's scholar at St. Mary's.
" "	W. Finnigan .	Queen's scholar.
" "	H. Davis .	In surveyor's office.
Blackburn, St. Alban's	J. Clarke .	Taught in Eskadale for a time; now Queen's scholar at St. Mary's.
" "	D. Fitzpatrick .	Assistant for one year.
" "	J. Winder .	In cotton mill.
Dumfries . .	J. Cavan .	Baker.
Durham . . .	T. Bulmer .	Teacher at Thurnham.
Edinburgh, St. Andrew's .	D. McCarron .	Assistant for a time; now teacher in Carlisle, certificated.
" "	N. McDermott .	Taught at Galaskiel for a time; now in engineer's office.

School.	Name.	Employment.
Edinburgh, St. Andrew's	T. Barnes	Taught at Huntly for a time; now Queen's scholar at St. Mary's.
" "	J. M. Chisholm	Assistant for a time; now Queen's scholar at St. Mary's.
" "	J. Smith	In writer's office.
" St. Patrick's	J. McNally	At St. Mary's.
" "	J. Barker	Clerk.
Garstang	G. Grayston	Assistant in Preston.
Leith	J. McAffrey	Queen's scholar at St. Mary's.
"	J. Nevin	Recommended for public service.
"	O. Fairley	
Manchester, St. Chad's	J. Goulden	Clerk.
" "	J. McDowell	At college in Belgium.
Newcastle, St. Andrew's	J. Curran	Assistant.
Stockport	M. Stafford	Teaches at Kendal.
"	A. J. Marsden	Student at St. Mary's.
Sunderland	B. Scanlan	Assistant for a time; joined the sappers and miners.
	FEMALES.	
Durham	A. White.	
"	E. Donnabey	Milliner.
Edinburgh, St. Catherine's	R. Maloney	Teaches at Falkirk, certificated
" "	S. M'Gonigal	Assistant at Wigton.
Edinburgh, St. Mary's	E. Barker	Teaches in Aix-la-Chapelle.
" "	R. Sweeney	Infants' teacher in St. Catherine's, Edinburgh, certificated.
" "	C. Harvey	Infants' teacher in Newcastle, certificated.
" "	S. Douglas	Infants' teacher in St. Mary's, Edinburgh, certificated.
" "	C. Miller	Teaches in Glasgow.
" "	M. McGlinchy	In trade.
" "	A. Kelly	Emigrated to Australia.
Garstang	A. Sandwell	Teaches at Fleetwood.
Hurst Green	J. Nickson	Queen's scholar in Liverpool.
Liverpool, St. Nicholas'	L. Flynn	Teaches in Sheffield.
" "	C. Bond	"
" "	A. Murphy	Teaches in London.
" "	M. A. Mahon	Queen's scholar in Liverpool.
" St. Mary's	B. Sherlock	Teaches in Liverpool.
" "	M. A. Wharton.	
" "	M. Sheehan	Teaches in Liverpool.
" St. Anthony's	E. J. Donnegan.	"
Newcastle, St. Andrew's	M. Monaghan	Teaches at Cowpen.
" "	A. Harrison	Queen's scholar in Liverpool.
" "	M. Murray	Teaches at Scorton.
" "	S. Summerbell	Teaches at Redditch.
Preston, St. Augustine's	M. Mercer.	
" "	E. Lunt	Teaches in London.
" "	P. Thompson.	
" "	M. Newby	Teaches in Preston.
Stelle	M. Daglish	Queen's scholar in Liverpool.
Sunderland	R. Palmer	Teaches in North Shields, certificated.
"	M. Skippen.	
	E. Mitchell	Teaches in London.
Towneley	E. Ellis	Married.
"	R. Redmond.	

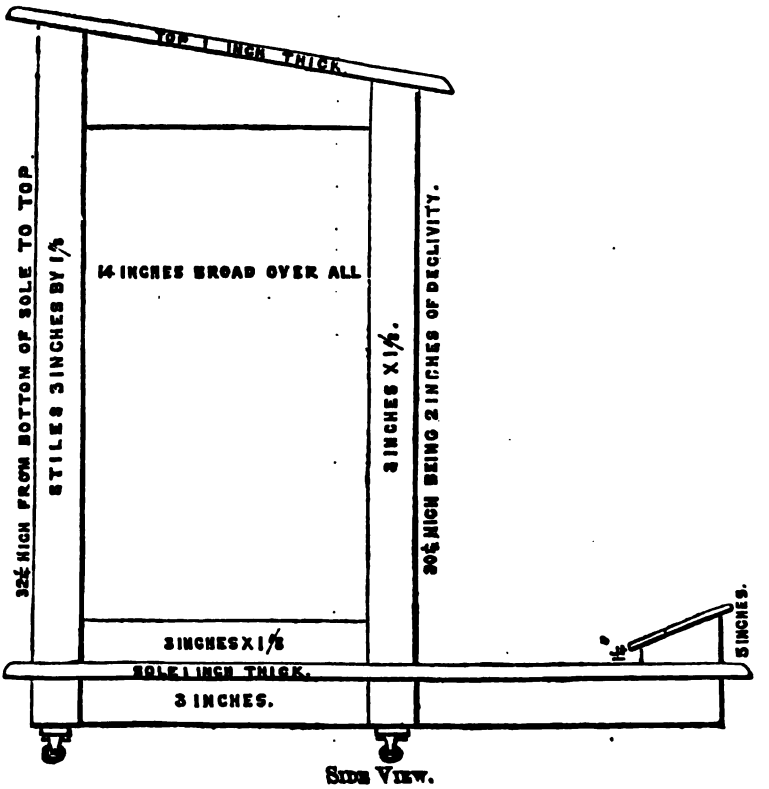
Total Number		60
Teach with certificates	6	
Teach without certificates	17	
Queen's scholars	10	
In training without scholarship	3	
Assistants	4	
	40	
In business or at home	20	
		60

ADDITIONAL QUEEN'S SCHOLARS.

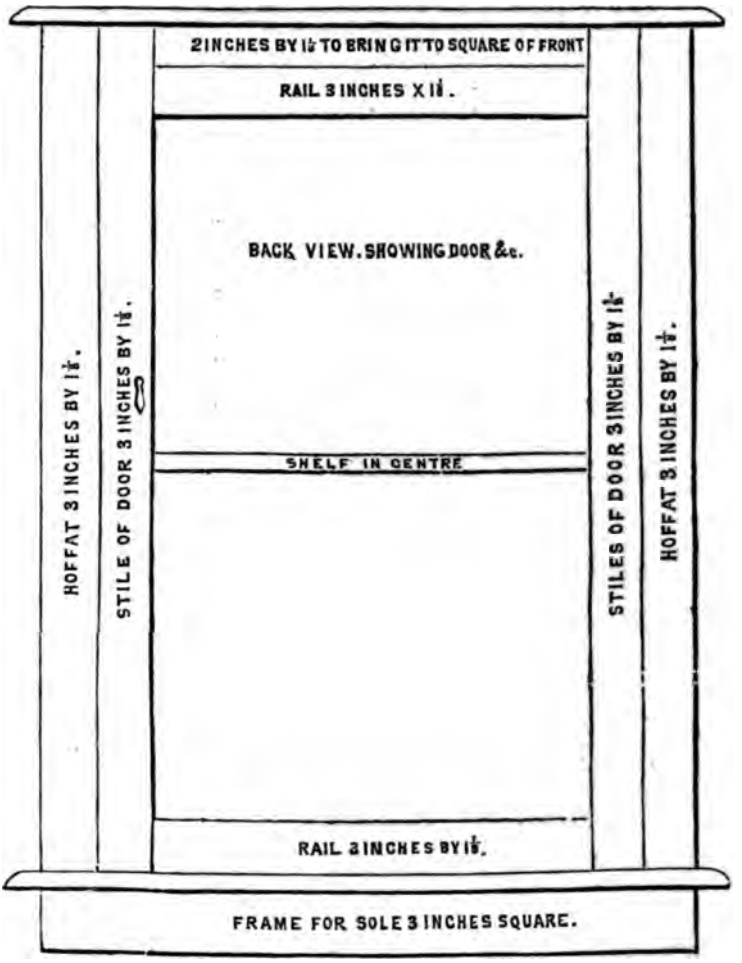
Liverpool, St. Oswald's	Mary Byrne.
„ St. Thomas'	Anne Atherton.
	Catherine Warner.
„ St. Anthony's	Anne Keating.
	Rebecca Donnegan.
„ St. Thomas and St. William's	Margaret Carter.
Manchester, St. Patrick's	Ellen Hayhurst.
	Mary Tivnan.
	Elizabeth Smart.
Bolton, St. Peter and St. Paul's	Mary McCarthy.
Talacre	Maria Anderson.
Ince Blundell	Mary Woods.

APPENDIX C.

PUPIL-TEACHER'S SEAT.


TOP 1 INCH THICK.
32½ HIGH FROM BOTTOM OF SOLE TO TOP.
STILES 3 INCHES BY 1⅛
14 INCHES BROAD OVER ALL
3 INCHES X 1⅛.
20½ HIGH BEING 2 INCHES OF DECLIVITY.
3 INCHES X 1⅛
SOLE 1 INCH THICK.
3 INCHES.
5 INCHES.

SIDE VIEW.


2 INCHES BY 1½ TO BRING IT TO SQUARE OF FRONT
RAIL 3 INCHES X 1½.
BACK VIEW. SHOWING DOOR &c.
SHELF IN CENTRE
RAIL 3 INCHES BY 1½.
HOFFAT 3 INCHES BY 1½.
STILE OF DOOR 3 INCHES BY 1½.
STILES OF DOOR 3 INCHES BY 1½.
HOFFAT 3 INCHES BY 1½.
FRAME FOR SOLE 3 INCHES SQUARE.

BACK VIEW,

Showing door, &c.; the front to be lined with half-inch wood, about three inches broad, and beaded.

APPENDIX D.

FIRST YEAR'S RESULTS of the CIRCULATING LIBRARY, St. Mary's School, Euxton, near Chorley.

Number of books taken out—	Books.
By annual subscribers	182
By penny subscribers	145
Total . .	327

Number of books taken out by various classes of readers—	
By hand-loom weavers	40
By factory hands	29
By colliers	4
By farmers	84
By all other trades { men	22
By all other trades { women	98
By boys and girls	50
Total	327

Number of books in the library—	Vols.
History, biography, and travels	53
Entertaining books	38
Useful knowledge	22
Religious knowledge	25
Total	138

	£	s.	d.
Receipts—From annual subscribers	0	19	0
From penny subscribers	0	12	1
From fines	0	2	7
	£1	13	8

Appendix E.

Circulating Library, St. Mary's School, Edinburgh, from May 1, 1854, to May 1, 1855.

Total number of books taken out in a year	1,812
Number taken by school children	1,008
Number taken by older persons	804
Number of books in library	540

Fees charged (per week), ½*d.*

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools*, E. WOODFORD, Esq., LL.D, *on the Schools in connexion with the* CHURCH OF SCOTLAND, *and other Schools, inspected by him and by Her Majesty's Assistant Inspector of Schools*, D. MIDDLETON, Esq., A.M., *in* SCOTLAND.

MY LORDS, Edinburgh, January 1856.

THE General Report which I have this year the honor of submitting contains two Special Reports; one on George Heriot's Hospital, and the very important class of schools which have been built and are supported from its surplus funds in Edinburgh; the other on the Madras College, St. Andrew's, and the numerous schools throughout the country that have been endowed, in whole or in part, from Dr. Bell's fund.

Work done

From the end of August 1854 to the end of August 1855, Mr. Middleton has inspected 196 schools, having 238 departments and 16,126 children present. With my General Report and other special duties, I have inspected 174 schools, having 213 departments and 14,728 children present. My explanatory correspondence has again considerably increased, in consequence of the operation of recent Minutes.*

Results of six years' inspection.

On reviewing the results of my observations altogether, at the close of my sixth year in the service, I have arrived very confidently at the conclusion that, while much has been done in the way of introducing improved methods of teaching in a country where elementary teaching was long and not unjustly esteemed as a model for imitation, there is still room for very palpable, and easily adopted improvements, in several highly important particulars. There is certainly, and perhaps more now than formerly, an apparent progress in attainment, which is generally much beyond the real progress. It has been too readily concluded that children know the thing when they have said the words, and that they understand the process when they have solved the exercise.

Apparent progress more than real.

1. Arithmetic is still generally taught without giving practical effect to the admitted importance of frequent recurrence to first principles, and a review of the reasons for all the steps in a process. At the annual examinations, or great public exhibitions of our schools, the parents and the spectators generally are apt to express themselves much satisfied with the great extent of field that has been gone over, and the rapidity with which exercises are solved under this or

* A classified abridgment of the Minutes by Mr. Laurie, Secretary of the General Assembly's Education Committee, may, in this respect, save time and trouble to Inspectors, as well as to managers and teachers.

that very advanced rule; and teachers have a strong inducement to pursue that course which is most likely to secure the general approbation of the public. Hence, though the *rationale* of a rule may be explained at the outset, there is a tendency to rely more upon the imitation of a few worked examples in each case of it than upon any principle. The rest are all solved practically after these model examples, which are remembered, while the children are working under the particular rule, and again when the rule is revised before the appointed exhibition. But when these operations are not accompanied by a clear and thorough comprehension, both of the principles in pure arithmetic, and of the application of these principles to the solution of the question proposed, they begin to be forgotten soon after practice has ceased. Hence boys are often presented as having gone through the "*Gray*," as it is called, or a complete course of arithmetic, who are non-plussed by a very easy question coming under a rule which they have long passed, or expressed in terms which, though simple and intelligible as to what is wanted, do not indicate the rule or the model example according to which it is to be solved. I lately examined an advanced class that had been trained in this way, immediately after vacation, and, therefore, without any recent revision. They were at the time extracting square and cube roots, and were pretty successful in bringing out the right result. I did not examine them on the *rationale* of this process, as the explanation of the rules for the extraction of roots is commonly referred to algebra, which they had not begun; but I found that they not only could not express, but had no idea of what is meant by the term *root* in relation to that of *square* or *cube*. I then gave them an exercise in decimals, expressed in a very few figures, but fairly testing their knowledge of the use and effect of the point. In this they all failed, and, what is not uncommon, they did not for a time see the extreme and palpable absurdity of the results at which they had arrived, or comprehend how they ought to have seen it. They next failed in simple proportion, involving a vulgar fraction; and finally, though some were right in the primary stating, as, in the want of much possible variety, could hardly fail to be the case, the class, as a class, were unable to decide upon any of the statings as right or wrong, when they were all exhibited on the black-board; nor could they give expression, in words, to what are known as the signs of proportion, which they did not know as having a fourth term. All this was ascribed to the want of recent revision in a class which, except that it wanted two or three of its former leaders, was the same, as I understand, that had made a distinguished appearance at the last Presbytery

Worked examples followed more than principle.

Effect of this.

An instance.

examination. Now, it may be fairly asked, *To what purpose in after-life is a boy taught, if the intervention of a school vacation is to be a sufficient excuse for entirely forgetting his instructions?*

Because the doctrine of proportion is the subject of the fifth book of Euclid, it came to be erroneously supposed that this doctrine could not be taught to young people in arithmetic, or till considerable progress had been made in the study of geometry. That it is susceptible, however, of the most easy and palpable exposition, as soon as division has been mastered, I endeavoured partly to show in a former report; and the fact has often since been satisfactorily tested in schools, at the desire of teachers. Similar remarks are applicable to other parts of arithmetic, particularly to the whole subject of fractions, and even still, in many cases, to subtraction, simple and compound, with the principle of the proof, which is scarcely ever expressed in its simple and universally applicable form, viz. that *what is taken away of anything and what is left of it must together make up the whole of it.* There is often no distinct conception of what the several lines really represent. Now, if the explanatory and intelligent method were strictly and steadily adhered to, there would at once cease to be an *apparent* progress beyond the *real;* but the real progress, and the permanent practical efficiency, would soon be much greater. The study of arithmetic thus also, as I have formerly taken occasion to remark, would be found incomparably more serviceable as an educational instrument, in expanding the mind without unduly taxing its powers, in preparing it for the agreeable perception of scientific truths, and in inducing habits of exactness in thinking, with a healthy feeling of dissatisfaction in performing any operation that is not understood.

Proportion.

Proof in Subtraction.

Advantages of explanatory method.

Next to religious and moral training, grammar and arithmetic may be regarded as two of the cardinal points in an effective course of elementary school education; and it is to be regretted that grammar, as generally taught, falls as far short of the good that it might be instrumental in effecting, as arithmetic does.

2. Grammar continues to be viewed rather as an accomplishment for some than an essential for all, or as a separate study for pupils at a comparatively advanced stage of progress, instead of being introduced at the very outset of reading in easy narratives, as intimately connected at every step with the meaning of what is read, on the simple, but practically important principle, that whatever words make sense together make also grammar together, and whatever words make grammar together must also make sense together, and, conversely, that words, which do not go together in the sense of

Grammar should be taught earlier and more generally.

Obstacles.

a passage, do not go together in the grammar of it. The great obstacles to the commencement of grammar at this early stage are, first, the belief that no satisfactory progress can be made, till after the formal definitions, with which all our grammars commence, have been fully mastered and this it is impossible for very young children to do; and secondly, that parents will not be at the expense of books for them at that age. Now, the reply to both these objections is, that children should be taught, in the first instance, not from the text-book of grammar but orally, and not synthetically but by the analysis of what they read. They have before them the best examples of simple sentences, and can be easily made to comprehend whether any expression be a complete sentence or not, then to point out, in this sentence *name* words, *sort* words, *doing* words, *joining* words, &c. To *do* will sufficiently comprehend all verbs, except *to be*, which can be pointed out by itself, and its parts and combinations as they present themselves. The *doer* and the *object* are best seen and distinguished in the pronouns *he*, *him*, &c., which can always be substituted for the nouns in the way of illustration. Thus, for "John loves his brothers," the child may be asked whether he would say "*him* loves his brothers," or "*he* loves his brothers;" also whether he would say "John loves *they*," or "John loves *them*," and he will invariably give the right answer. I have often seen the eyes of children that had passed through the text-book of grammar, and had been exercised in parsing in the ordinary way, glisten with satisfaction at the light first presented to their minds by such an illustration as this, and their perception, by a few examples, of the universality of its application as a key. By comparing examples they are led to see the difference between singular and plural, and of gender by the substitution of a pronoun for a noun. The *possessor* is very soon discriminated whether in noun or in pronoun; and thus a pretty clear elementary notion of the cases is introduced.*

Mode of meeting them.

Prepositions may be classed as they occur under the name of *sub-joining* words, or *relation* words, every apt opportunity being embraced for illustrating the meaning and application of the term; and adverbs under those of *time* words, *place* words, and *manner* words; or *when*, *where*, and *how* words; or any similar terms that the teacher may find most suitable for serving, without formal definitions, as intelligible headings

* A good exercise is made of such an expression as "Cain slew Abel," asking the child whether we should say *he* or *him* for each of the names successively, and finding that the sense does not then depend upon the order,—thus, *he Abel slew*, *Abel he slew*, &c.; *him Cain slew*, &c. When one of the nouns is plural, both the pronouns may be used at once, as *they slew him*, for *the conspirators slew Cæsar*, of which six different arrangements may be elicited.

to the several columns of the growing vocabulary, or the "parts of speech."

A sufficient view of the simple tenses may be elicited, from examples (1), of the verb *to be*, and (2,) of those denoting familiar actions, as *walk, walked; speak, spoke*, &c.; and of person and number by asking whether we should say *he walk*, or *he walks*, and *am, is*, or *are*, with *I, we, he*, &c.

In this sort of primary grammar the object is, as far as possible, to elicit everything from the children. There is no need to hurry. What does not come now will do so afterwards, as increasing examples and awakened powers of observation facilitate the process of induction to these little but most interesting Baconians.

The gratuitous transfer of a mass of information on such a subject from the mind of the master to that of the child, supposing this to be really possible at such a stage, destroys entirely the excitement of continued discovery; and the information, if it be not soon forgotten, remains as a foreign body, unnaturalized and unfruitful, or it is productive of weeds that choke the genuine fruit in the bud.

In determining the application of *name* word, the children may be asked to name the objects that they see around them in the school-room, or remember in the playground, the street, the garden, or the field,—minerals, vegetables, animals, &c.; to apply to them suitable *sort* words or qualifying terms, and, fixing on one of their *sort* words, to name other objects to which it is applicable.

In like manner the application of the term *doing* word or *action* word may be brought out by requiring them to observe or remember different actions, and to express them in words, first simply and then prefixing a *doer*, and subjoining his *object* when there is one, or that upon which his action is directed.* Thus, a child of six or seven may be taken through a pretty complete course of etymology, with a good notion of syntax, disengaged from all technical difficulties, and be ready to commence a good text-book, with intelligence, pleasure, and profit.

The training at the same time, instead of being irksome and repulsive, may be rendered highly encouraging and attractive, and will be found powerfully instrumental in developing the faculties generally. There is no need, of course, to continue to abstain from the use of such terms as *verb, pronoun*, &c., after the thing to which they are applied is understood.

Another great defect in our ordinary mode of proceeding is the postponement of all notice of the *affixes* and *prefixes* till

Affixes and prefixes.

* We should say the *object* of the *agent*, rather than of the verb.

the class shall arrive at some of the larger books, which
tain a list of them, and then they are learned in a col
apart from any immediate context, and so form a very
and uninteresting task. Yet each of these has as distir
meaning as the words to which they are joined, and it is
more important that this meaning should be at once known
the prefix or affix is often of much more frequent occurr
than the particular word to which it may be joined. I have
a very young class get a highly effective and even exc
lesson on this mistakenly postponed subject. For inst
when the word *to soften* first occurs, and the meaning of
asked, some one very soon observes that it means *to make*
or, conversely, if they had been asked for a word signif
to make soft, some of them would say *to soften*. If they
then asked to give another word of the same kind, the
ciple of contrast immediately comes into operation, an
harden is offered. Then the call for another example b
continued, if one child gives *to blacken*, the next will s
whiten, and so *to lengthen, to shorten*, &c.; and in this way
meaning of *en*, thus used, becomes as clear as that of *to n*
In like manner may be brought out *fy*, and afterwards
the Latin and Greek for *en, al*, belonging to, and *ly*, lik
they begin to occur in the reading lessons.

The *prefixes* are generally easier than the *affixes*.
after progress has been made in this way that a list is
over with advantage. In the meantime a practical knowl
of them contributes to the understanding of every lesson
have seen an advanced boy defining a "mineral" as *anyt*
dug out of the earth, very much non-plussed on being a
whether a potato be a mineral, when, if otherwise tra
he would have described *mineral* as signifying strictly
belongs to a miner, and *miner* as signifying one that w
in a mine, &c.

Nomenclature. Teachers appear to be not a little embarrassed by the
variety of nomenclature, or of definition, which new text-b
are constantly proposing, indicating that this whole subj
at present in a transition state. Some of the new d
tions of old terms seem particularly objectionable.
subject and *predicate* are limited so as to mean *nomin*
and *verb*, in which sense they are not required, unles
others be discarded, and they are unnecessarily set at var
with the meaning which they bear in logic, to which gra
should be regarded as introductory. In consequence of
when, according to some text-books, the "predicate" of a
tence is determined, there is the mystifying addition of s
thing to *complete the predicate!* It seems quite prepost
to call the article "the" a *numeral*, because "an" is

On the other hand, some of the most palpable of the old errors are retained. "One," "none," "both," "all," "whole," are called *indefinites*, however used, apparently because some of them at least are sometimes used pronominally, like the French *on*. Otherwise there are surely not more definite terms in the language. It may seem out of place thus to make my General Report the vehicle, so far, of verbal criticism; but I consider the subject to be of great practical importance, and to be at present in a state of much confusion in our schools, to the working of which, and the examination papers, I have strictly confined my remarks.

Waste of time.

I formerly noticed and illustrated the great and useless waste of time in making an advanced class parse the articles, prepositions, and conjunctions every time that they occurred. It was then ascertained that this occupied about one fifth of the whole time for parsing. I had on one occasion this year to hear an advanced class in Milton, of which I understood that the *dux* was a superior boy; and the master wished to examine it himself to the extent at least of showing uninterruptedly his whole mode of proceeding. Well, the *dux* rose and said "*the*, the definite article," and sat down again. Again it came round to him to parse, and he had precisely the same thing to say. I will not be positive now that there was a third round, because the probabilities are so much against my impression, but I am certain that all the grammar I heard from the *dux* of that school, in a passage of Milton, was just "*the*, the definite article"!

Religious knowledge.

3. The religious instruction, in the great majority of the schools which I visit, is under the direction of the Church of Scotland, and it is always particularly attended to in the examination, which each Presbytery makes in spring of all the church schools within its bounds, and of such others as do not decline their visit. The order of proceeding, however, in the details of the business of instruction seems to be left pretty much, as in other subjects, to the discretion of the teacher, and may, in so far at least, be fairly made the subject of remark in the inspector's report.

Order of books read.

The New Testament is, I believe, universally read in our schools before the Old Testament, as being easier, smaller as a whole, and affording immediate matter of Instruction in the principles of Christianity. It would afford, however, a clearer and more convenient basis of instruction, if the book of Genesis, which, as a narrative, is at least as easy as any book in the New Testament, were read concurrently, if not previously. The leading facts indeed of this first and most important of all histories, are often communicated to very young children orally, and with very great advantage. The circumstances of the fall of our first parents, by so inexcus-

able an act of disobedience, their expulsion from the garden of Eden, and all the miseries thus brought upon themselves and their posterity, render the office of the promised Mediator at once intelligible, or susceptible of being made so, to the youngest child, by very obvious and simple illustrations. The Gospel narrative can thus be commenced with intelligence.

Example. For want of one or other of these introductory courses, I found in one school a class of eleven children reading in the New Testament, and having commenced the catechism, that did not know who was the first man, in whatever form the question could be put. When pressed for an answer, one said "Christ," and another said "God"! The master seemed amazed at this discovery of their ignorance, and at once adopted my suggestion as to the very easy mode of preventing the like in future. I have since paid some attention to this same point, and have often found a very general deficiency, though not in any instance so complete, throughout a whole class, as in the case referred to. In saying this, I should guard against an impression which would be contrary to fact, namely, that the children are not generally well exercised on the matter that they read or learn. The class that failed to tell who was the first man answered generally the questions that were put to them in the second chapter of Matthew. It is said, indeed, that the Bible is too much read as an ordinary school-book, with exercises in spelling, the meaning of words and grammar; and that such a practice must induce a want of due respect for

Bible as a school-book. the Holy Scriptures. For *learning* to spell and to parse, it is certainly preferable to employ other books; but, if grammar be applied, as it ought to be, in eliciting the exact meaning of a passage, it is not easy to see that it could be more importantly employed than in preventing, in this way, the misconception of the construction of a passage, or in securing a more distinct impression of its plain meaning. The fact seems to be that, as currently affirmed, the Bible is nowhere more read as a school-book than in Scotland, partly, I believe owing to its cheapness, but mainly, because those who prescribe the books wish it to be much and habitually read; yet it may well be doubted whether it be anywhere held in greater or more general reverence than in Scotland, either at school or in after-life.

Special Report on Heriot's Hospital, and the Heriot Hospital Schools.

George Heriot. George Heriot, celebrated by Sir Walter Scott as the "*Jingling Geordie*" of James VI., was born in 1563. He succeeded to his father's business as a goldsmith, in one of the booths then and for long afterwards attached to *St. Giles'* Church.

In 1597, he was appointed goldsmith to Ann of Denmark, the Queen

Consort, and in 1601, jeweller to the King. The Queen was very fond of jewelry for her own use, profuse in presents of it to others, and very changeful in her taste for particular articles. In all these respects she was naturally followed by the court circles of the time.

On the removal of the court to London, Heriot, who accompanied it, found a greatly enlarged field for his business, as well as more wealthy customers. He was also a money lender, as it was then usual for men in his business to be, and before his death had amassed a considerable fortune, without, I believe, incurring any imputation as an over exactor in either capacity.

His bequest.

Soon after his death his money, with the exception of some legacies, was invested, as he had previously wished, in the purchase of land in the immediate vicinity of the city of Edinburgh. The subsequent value of the property, as the site mainly of the new town of Edinburgh, countenanced a greatly exaggerated estimate of the original bequest, which was somewhat less than 24,000*l*., though the annual income be now not less than 16,500*l*.

Nothing was at first contemplated, or till lately thought of, beyond the hospital, which bears the name of "*Heriot's*," and which was the first of the kind in Scotland. The model in the founder's mind was the Blue-coat School in London. Before the building was completed, it was occupied as a barracks by the troops of Cromwell, and all but permanently appropriated for such service. Indeed the trustees had to find other accommodation for the men as a condition of recovering it.

Admission is restricted to the sons of decayed burgesses, and freemen of the city of Edinburgh, and of these, the number at first small, has gradually increased to 180, the maximum which the building can accommodate. The number of teachers has also been gradually increased from one to the present staff, which consists of a house governor, a master for classics, one for arithmetic, and two for English, besides masters that attend at certain hours for writing, French, drawing, vocal music, practical mechanics, and dancing, with calisthenics.

The institution was, till a comparatively late period, strictly of the monastic kind. The house governor, and the teachers, except such as attended only at certain hours, were necessarily unmarried, and resided within the premises. Now, only the house governor has a residence within the walls, and all the teachers may be married men.

Inspection of hospital.

At the invitation of the governors, I inspected the classes in the hospital on the 11th, 12th, and 24th July 1854, and reported to them in detail. The conclusion at which I arrived, and which is indicated in the Tabulated Reports of last year is that, instead of increased proficiency in the subjects of instruction bearing some proportion to the number of masters for the number of boys, there was rather a general deficiency, according to the average standard in ordinary schools, in which the same subjects are taught. The hospital, however, was inspected under special circumstances of disadvantage. The house governor, who soon afterwards resigned, and is since dead, had been long in a state of health that often unfitted him for duty, and even required him to leave the town for periods of several months at a time, and often, when he was able to be present, his efforts were necessarily under restraint. The classical master had also been ill, and died on the day before that fixed upon for my visit to his department. The masters represented that there was no superintendence of the boys during the time that they were understood to devote to the preparation of lessons.

In Heriot's Hospital, as in all institutions of the kind, there has been a tendency among the boys to form secret associations, maintaining laws of their own, and frequently frustrating the objects of their teachers and the governors, a practice, which when much indulged, is apt to induce in some minds permanent habits of cunning, or at least, of unnecessary reserve, in the general intercourse of after-life. In minds so young, also the barrack-room feeling is apt to efface almost entirely that of the domestic circle. These disadvantages have given rise to many anxious investigations, and to

the enactment of new regulations, in the view of mitigating, if not entirely removing them. But notwithstanding every obstacle of the kind, and even if they had been much greater, it would have been surprising indeed, if among so large a number of boys, as pass through this hospital, with the further provision of a high school and a University education, for such as are "hopeful scholars," a considerable number did not rise to respectable stations in life, and not a few even to eminence. In every quarter of the world, where fortune or the pursuit of fortune has assembled Scotsmen in numbers, prosperous "*Herioters*" hear of each other, and meet to renew their ancient ties on George Heriot's day, with all its associations as the great holiday of the year.

The wide celebration of *George Heriot's* name, has doubtless had its effect in inducing so many to follow his example, that Edinburgh is now supplied with hospitals to an extent that many regard as a great evil, and a fortune yet greater than any of the former will soon be employed in the erection of another; while, with the exception of the Reid fund, scarcely anything has been left to supply deficiencies of endowment in the University or in the ordinary public seminaries. It appears, however, that Heriot had contemplated, as an alternative object, to endow St. Andrew's College with bursaries or scholarships.

Other hospitals.

Sir Walter Scott, in speaking of Heriot's Hospital as "one of the proudest ornaments of Edinburgh," may have had its origin and object in view, as well as its external appearance. Public buildings are usually ornamental, but it would seem as if architects were generally allowed a greater licence in the indulgence of their taste in design, in the case of those to be erected from legacies, than any ordinary employers would allow, whether from public or private means, in proportion to the prospective annual income and expenditure. Accordingly, there is often a superabundance of external ornament at the expense of internal accommodation and convenience, and, what is worse, at the expense of the means for liberally carrying out the great objects of the benevolent founders.

Expense on architecture.

Heriot's Hospital has shared, to a certain extent, in the former of these common evils, and would have shared in the latter also but for the great increase in the value of its lands. The governors had the means of admitting at first but a comparatively small number (30), and even for this they were partly indebted to other legacies besides that of Heriot, while the building itself remained long incomplete. The funds, however, remaining at their disposal were managed with care and judgment, and, whatever additions were made, something was always reserved to accumulate and provide for future contingencies. At length the plan of the new town of Edinburgh was commenced, and the feu duties added every year to the income till it amounted to 14,500*l.*, leaving a clear surplus of 3,000*l.* annually.

Heriot schools.

Instead of extending the hospital itself, as had been contemplated, an Act of Parliament was obtained to build and maintain out-schools on the Heriot foundation. These were not to be of the hospital kind, but ordinary day-schools, for the class of children that usually attend the Sessional and other schools, provided in large towns for the children of the labouring classes. The children are neither lodged, fed, nor clothed, but receive their education *gratis on condition of regularity of attendance.*

The sons of burgesses, that would be admissible to the hospital, have a preferable claim to admission at these schools; and a clause in the Act empowers the governors to allow a sum of money for the board of such at home, though I am not aware that this clause has yet been acted upon. The number of applications for admission, and the forfeiture of the privilege by repeated absence without excuse, secures a degree of regularity which is not perhaps obtained anywhere else on the gratis principle, and certainly not by the weekly payment of very small fees.

These out-schools, or Heriot Hospital Schools, as they are called, have *been built* with some regard to the external appearance of the mother

hospital, but less expensively in the way of mere ornament, and internally with much more attention to the requisite size of the school-room, height of ceiling, ventilation, and light. The space for playground does not extend much beyond the basement story of the building, but recedes in below part of it, which constitutes a piazza, and affords shelter from rain. It is well paved, and entirely shut off from the street. The sites have been selected in the most densely-peopled quarters of the town. Twelve have now been erected; eight for boys and girls, and four for infants. The mixed schools are conducted by a master, and a staff of apprentices, boys and girls, in some four, in others five, and corresponding in some respects to pupil-teachers apprenticed under the Minutes of 1846–7. There is also attached to each school a competent sewing-mistress, who attends all day, and receives the girls in divisions, as they can leave their other classes, having an hour for each division. A master for vocal music attends each school an hour a week, but the children have daily practice in singing. There was formerly an assistant in the position of second master; and the monitorial system was at first introduced, but this was soon superseded by that of paid apprentices.

Twelve in operation.

Female and infant departments.

The infant schools are under the charge of a mistress, with an assistant, and with the aid, during part of the time, of monitors from her more advanced class. The house-governor of the hospital at first discharged the duty of inspector of the out-schools, but there is now an inspector whose sole duty is to visit the schools, to supply books, and to report to the governors on the state of them otherwise. The books are supplied to the children free of charge, and there is an abundance of all ordinary school apparatus. There is also a library attached to each school, for the encouragement of private reading in the advanced classes.

Inspector.

The maximum salary at first allowed to a master in one of these schools was 140*l.* and the minimum 70*l.* The amount of payment between these extremes was to be determined by the ordinary attendance, as ascertained by a uniform set of registers, with which the masters are supplied, and which are kept with much exactness. The teachers had thus the same interest in the success of these schools, as if their income depended in part upon school-pence. The salaries subsequently fixed upon, and now paid are 147*l.* clear of income tax to each master, 50*l.* to each mistress, whether of infant school or needlework, and from 15*l.* to 20*l.* to each apprenticed assistant.

Salaries.

A brief notice of each school will be found in the Tabulated Reports, except one, which has been opened since the time of my visit. As a whole, they are in a very healthy state of activity and efficiency, though manifesting considerable inequalities; and the provisions, though they may be susceptible of improvement in some respects, reflect great credit on the care and judgment of the governors.

General state.

1. The salaries, though, at the present ordinary standard, and with the attraction of a prominent position, sufficient to procure competent teachers as vacancies occur, might yet, with advantage to so important a charge, be somewhat higher in cases of decided and sustained excellence, especially when it is considered that there is no official residence, such as, with the garden and cheaper means of living, forms an addition of considerable value to the smaller pecuniary income of the ordinary parish schoolmaster. Besides the requisite attainments in knowledge, professional skill, and zeal in the cause, it requires no small share of physical strength and much personal activity to conduct schools having an average daily attendance of from 250 to 300 children, so as to realize all the good that is practically attainable in such a field.

2. The Heriot apprentices are allowed a sum similar to the stipends of pupil-teachers under the Minutes of Council, and have, no doubt, the benefit of precept as well as example, as to how they should drill a class; but in regard to their further progress in study, they are left to their own resources and inclinations. Their attainments, accordingly, are not in keeping with their advancing years and their apparent capacity as teachers; and this may

Apprentices.

in part account for the fact, as it appears to me, that the younger classes are disproportionately behind the first class, which the master thus, perhaps necessarily, keeps in his own hands, and on the appearance of which, chiefly, he relies for his professional character with the governors. Whereas, if these apprentices were regularly instructed, the more advanced of them might not unfrequently be in charge of the first class, while the master could ascertain more fully than at present what is doing in all the other classes.

The governors have it now in view to get their apprentices placed on the footing of pupil-teachers in all respects, except that they will continue to be paid by the Heriot fund, and derive no stipend from the Parliamentary grant till they finish their apprenticeship, and pass the examination for a Queen's scholarship or a certificate of merit. Thus, with very little addition to the amount at present expended, a sum to the teachers equal to the Government gratuity for instruction of the pupil-teachers, the Heriot fund will be made the means of doing a greatly increased amount of good, not only to these apprentices personally, but to the schools in which they assist, and to the cause of education generally.

3. There is at present a preponderance of female apprentices, probably, because boys not intended for teaching as a profession soon find other occupation, and those who are to be teachers prefer being apprenticed, where regular instruction is provided, with other advantages under the Minutes of Council.

4. The number of children admitted seems fully large, both for the staff of teachers and the area of the rooms.

Special Report on the Madras College, and the Madras or Bell's Schools.

Dr. Bell's fund.

Dr. Bell, whose name is well known as opposed to that of Lancaster in the controversy regarding the merit of originating the monitorial system, left his fortune, with the exception of special legacies, in two large bequests, for the purpose of carrying out those educational views which he had gradually been led to consider as of the utmost importance to the whole human race.

One deed conveyed in trust to the then provost of St. Andrew's, the two ministers of the town church, to be followed by their successors, and to Professor Alexander, to be followed by the Sheriff Depute of Fife, and his successors in office, 120,000*l.*, to be employed in the erection and maintenance of schools on the Madras, or monitorial system. Of this sum 60,000*l.* was allotted to St. Andrew's, 10,000*l.* to Edinburgh, 10,000*l.* to Glasgow, 10,000*l.* to Leith, 10,000*l.* to Aberdeen, 10,000*l.* to Inverness, and 10,000*l.* to a Naval school in London. As an equivalent to 10,000*l.*, the estate of Egmor, valued at 400*l.* a year, was left to Cupar of Fife for a similar purpose.

Another deed conveyed the residue of his estate, with special and general directions, to other trustees, of whom Lord Leven and Mr. Cook, W. S., are now the acting parties. This yielded at the time about 25,000*l.*, which has been considerably increased by accumulations from interest. The personal legacies were not many, nor of large amount. 1,500*l.*, in addition to 1,000*l.* formerly given, was paid over for the endowment of a lectureship on the principles of education in connexion with the Episcopal Church in Edinburgh; 700*l.* to Episcopal Chapels in Edinburgh, St. Andrew's, and Cupar, also for educational purposes; and 5,000*l.* to the Education Committee of the Church of Scotland. 3,000*l.* was set apart for schools in Fife, from which twelve schools have been aided, while 700*l.* remains for distribution; and 8,900*l.* for schools in England, of which 2,600*l.* remains for distribution; while, with the accumulations, there will still remain 11,000*l.* or 12,000*l.* available for educational purposes in Scotland generally.

Madras College, St. Andrew's.

This institution is denominated *College* in accordance with the wish of the founder, probably because it was in St. Andrew's, his native city, where also he had had in view to leave his fortune as an endowment to the old or united college, on condition that the Madras system should be carried out in all the classes, as, in his opinion, equally applicable to the studies in University classes, and to the training of children in elementary knowledge. The authorities of the University, however, did not feel themselves warranted to come under the absolute obligations which must accompany the endowment. The University scheme was, therefore, abandoned, and, after a variety of views and plans, that of planting schools in large towns throughout the country, with one great school in St. Andrew's, was substituted. This St. Andrew's school might be prospectively viewed as a college with respect to the rest, as, from the vastly greater sum allowed to it, it was not unlikely to become the model in maintaining and propagating the system. Madras College.

It was stipulated, as a condition of the grant of 60,000*l.* to St. Andrew's, that the grammar school, and the Burgh or English school (of both of which the buildings were greatly dilapidated), should be merged in the new institution, and that the salaries payable by the town to the masters should continue to be paid to their representatives in the Madras College, namely, 50*l.* to the classical master, and 25*l.* to the English master. In accordance with the wish of the founder, an area of about four acres was secured, enclosing the ruin of Blackfriar's Chapel, which he particularly desired to have preserved. The purchase of this ground, the erection of the college, and of commodious residences for the two masters, enabling them to keep boarders, with a house for the janitor, and any necessary outlay for preserving the ruin were not to exceed one half of the legacy, or 30,000*l.* Endowment.

The college is a handsome quadrangle, near the centre of the enclosed area. It contains five large school-rooms, and several smaller rooms. The quadrangle is surrounded internally with a piazza, or corridors, which serve as a covered walk connecting all the class-room doors, and all the inner court is paved. There are two playgrounds; the smaller one in front is covered with gravel, and the larger one behind is kept in grass, with erections for gymnastic exercises, and this is the favourite resort. As the houses of the masters occupy the two front corners of the area, they have necessarily been built in a style of architecture corresponding to that of the college, and at considerable cost for the accommodation which they afford. They have, in fact, more the appearance of ornamental lodges than of ordinary dwelling-houses.

The present provost of St. Andrew's, whose improvements in the ancient city are proverbial, has had an opportunity, as one of the trustees, of exercising his taste in planting trees and shrubbery within the grounds, as well as otherwise adding both to the useful and the ornamental in the premises generally.

This institution was first opened in October 1833, under two masters, representing those of the two schools that were merged in it, and who were to receive annually, in addition to the old salaries from the town, and the school fees, a sum from the Bell Fund of not less than 50*l.* each, provided that the results of the quarterly examinations to be made by the trustees, and recorded in a book for the purpose, were found on reference to be satisfactory over the year. Opened.

The school rapidly filled up, and the English department, including, as it then did, writing and arithmetic, soon became too extensive to be advantageously conducted by one master, even with any amount of aid from ordinary monitors; and a third master was appointed, to relieve him of the writing and arithmetic. Subsequently the arithmetic was separated from the writing, under another master; and next, mathematics from the arithmetic in the same manner. The writing-master of the time happened to Enlarged.

be qualified to teach pen drawing, and from this originated, as the numbers increased, a separate department for drawing, under a professional master. In the meantime the two primary masters required yet further assistance. From the classics was separated a department for modern languages, likewise under an independently competent master, while a classical assistant was still required. In the English department there were required, besides a principal assistant or second master, three or four junior assistants. The present staff of teachers amounts to seven head masters of departments, two principal assistants, and four junior assistants, besides pupil-teachers, and monitors on the Madras principle. A singing-master also attends in the English department at stated hours weekly.

In consequence of this extension of the staff of teachers, the continuance of some annuities on the fund, and further outlay on the building and ground, the Latin and English masters are not in the enjoyment of the 50*l.* a year, conditionally payable to them by Dr. Bell's deed; but it is very probable that their income from fees is considerably greater than had been anticipated.

Attendance and organization.

The ordinary attendance is now upwards of 1000. Of these more than 600 attend primarily in the ordinary or public English department, and from this they go at certain hours to the masters in arithmetic and writing, paying for the whole course little more than 2*s.* 6*d.* a quarter, the fee originally payable, when the three branches were taught by one master. These "public" English classes are subdivided into those who pay the full fee, and who are taught together in one of the English rooms (the east), getting also their writing and arithmetic at hours for themselves, and those for whom the trustees pay in whole or in part, and who are taught in the other English room (the west), and go to writing and arithmetic at other hours. It is in connexion with this portion of the college, or that which represents the old burgh school enlarged, that I recommended the appointment of pupil-teachers.

The rest are primarily students in classics (the old grammar school), or in mathematics, modern languages, or drawing. As a whole they are considerably older than those in the other great division, consisting as they do in part of scholars who have come up from it, but, to a much greater extent, of families who go to reside in St. Andrew's, or of individuals sent to board there at this stage of their education. They are for the most part also in comparatively better circumstances, and the fees exacted from them are considerably higher, though still low for the education which is afforded. Those of this division who wish to attend classes in English, writing, or arithmetic, go at certain hours set apart for them, which, on this account, are called "private" hours in those departments; and, as thus attending, they are "*private*" students,* and pay much higher fees, as may be seen by the subjoined table, than the children attending the "public" or ordinary English classes. These higher fees go to make up what would otherwise be a very limited income to the masters of writing and arithmetic in particular. It is apparently with this view also that a charge disproportionately high is made for book-keeping, especially as it does not include arithmetic, which those in book-keeping have to attend at the same time. Thus, also, the mathematical master is appointed to teach, at a comparatively high fee, not merely mathematical and physical geography, which would not be foreign to his department, but also topographical and political geography, which should clearly accompany instruction in English reading and history. These points have always appeared to me as objectionable, but to remedy them would require an allowance in the way of salary which the trustees may not at present have it in their power to give.

* This appellation has been locally extended, so as to occasion confusion, as if the *classical* and all other departments, except the ordinary English or Burgh school, were *private*.

As a whole, many circumstances conspire to render this the most numerously attended, and the best appointed seminary of the kind in Scotland. The situation of St. Andrew's, unfitting it to be a thoroughfare; the absence of any extensive manufacture, and of general commerce or trade of any kind, beyond supplying the inhabitants with articles of ordinary consumption; its quiet, therefore, and comparative freedom from scenes of open disorder; its healthiness and cheapness as a place of residence; the long existence of the University, rendering education the staple commodity; its members and their families for so many generations constituting a considerable proportion of a small community, and exercising a beneficial influence over the rest, have attracted, among others, many families of moderate independence; while the cheap education, not only in the elementary, but in the more advanced branches, made it particularly attractive to parents having large families to educate from a limited income. Thus a fine field was opened for the exertions of zealous and energetic teachers, with the prospect, from the numbers, of encouraging remuneration as compared with school incomes generally. The trustees, therefore, in gradually extending their staff, as has been mentioned, or in supplying vacancies as they occurred, have generally had a choice of first-class men, so that the first impression has been substantially maintained. A series of the annual lists of University honours in St. Andrew's shows that a large proportion of them have gone to students from the Madras College, but especially to those in mathematics and physical science.* Advantages.

In the elementary departments, with which the pupil-teachers are connected, there is altogether, *i.e.* including the masters for writing and arithmetic, a fuller staff of competent teachers, than in any school with which I am acquainted. I had not the Normal schools in view in making the remark, but I should hesitate to except even them. Indeed, if it were proposed to establish another male training school, and if I were asked what place it would be best to select, I should, at once name the St. Andrew's Madras College, as already possessing almost every requisite, and much more convenience in several respects, than any of those in Scotland yet possess.

The following table of fees, authorized by the trustees, will illustrate some of these remarks:—

	Per Quarter. £	s.	d.
English:—			
East Room:			
English class	0	2	0
English, with grammar	0	2	6
English private class	0	3	0
West Room:			
English class	0	1	0
English, with grammar	0	1	3
Geography class, taught by the second English master	0	2	6
Writing:—			
Private class, with pen and ink	0	3	0
East room, with pen and ink	0	1	0
West room, with pen and ink	0	0	9
Arithmetic:			
Book-keeping	0	7	6
Private arithmetic	0	3	0
East room	0	1	0
West room	0	0	6
Classics:—			
Latin and Greek, with ancient geography, history, &c.	0	10	6
Modern Languages	0	7	6
Mathematics:—			
Theoretical mathematics—geometry and algebra	0	10	6
Geometry alone	0	7	6
Algebra alone	0	5	0
Practical mathematics—trigonometry, surveying, navigation, &c.	0	7	6
Natural philosophy	0	7	6
Private geography	0	5	0
Drawing:—			
Landscape	0	7	6
Painting in water colours	0	10	6
Oil painting	1	1	0
Mechanical and military drawing	0	10	6
Gymnastics	0	7	6
Sacred music	0	1	0

Of the other Madras schools, I have inspected those in Edinburgh, Glasgow, Cupar, Aberdeen, and Inverness, or all those specially projected by the founder, except that in Leith, and my reports on them have, I believe, always been satisfactory.

The monitorial system, or some modification of it is pursued more or less in them all, in some thoroughly and in others so as barely to comply with the injunction. If it has not proved the universal talisman which the inventor fondly believed that it would become, it has yet been productive Other Madras schools.

* On one occasion the Madras College candidates for bursaries or scholarships at the University, awarded by comparative trial in Latin, amounted to one-third of the whole competitors, and they carried all the bursaries except the second.

of a vast amount of good, especially in large and very elementary schools, in which a sufficient staff of teachers could not be otherwise maintained for want of means. There is no comparison, for instance, between keeping the classes thus generally engaged, and having them sitting, as formerly, in their seats often worse than idle, and incurring punishment for the impossibility of remaining still the whole of a forenoon or an afternoon, except the limited portion of it which the master could give to each class in rotation. In some species of exercise, monitors may be made to do the work as well as need be, but to others they are wholly incompetent. In many of these schools, the advanced class are dispersed at certain hours as monitors. The disadvantage of this is, that by the time that they begin to be really effective as teachers, their last year is out and they leave the school. In this respect, the system bears no comparison with that of the Government pupil-teachers, either for immediate service or prospectively for supplying the profession.

In Dr. Bell's works, which the trustees are bound to keep in print, are to be found many important remarks on practical teaching, which have more recently been expanded into methods.

Edinburgh Normal School.

Edinburgh Normal school.

I had last year the honour of submitting a detailed report on the accommodation, staff of teachers, and arrangements of the two Normal schools at Edinburgh and Glasgow. Since that time I have visited only the Edinburgh school, and that not formally. I am glad to observe that several important and needful improvements have been introduced. The large committee-room is given up to be an additional class-room. A laboratory has been opened, and a set of philosophical apparatus, large enough for present objects, has been procured. In making the changes of arrangement, that became necessary in providing for a two years course, both for male and female students, some addition has been made to the staff of teachers in the rector's department. Still it appears to me that a very great advantage, and one not otherwise attainable, would be gained, if individual students, who have made progress in languages, mathematics, or physical science, beyond the stage at which they would be adequately exercised by the Normal school course, which must be accommodated to the average capacity and proficiency of the class, were allowed to attend such class in the University. They would still be Normal school students, simply going out to a class during the winter months. All the training schools are in University towns, and the University session falls within that of the Normal school. It would, of course, be for the Normal school authorities to see that such students should not thereby be absent from the rector's lectures on the principles of teaching, needful attendance in the model school, or any important exercise beyond that of the class for which the University class is substituted. I feel confident that such an arrangement would give very general satisfaction to educationists in Scotland, and would supply the element that is wanting to secure entire confidence in the training school system. And if such an arrangement be desirable in some cases of a second year's course, it would seem to be indispensable in that of a third year's course, which also has been contemplated, except at a cost, in various respects, which would be altogether out of proportion to the small number that would attend, and without affording the same degree of satisfaction.

University classes.

The range of studies at the Scotch Universities, not concentrated and high pitched in a few points, but broad and practical, while gradually rising, and the moderate scale of expense, have rendered them much more accessible as well as attractive, and they are, accordingly, attended by a much greater proportion of the community at large than those of England. The attraction *to them is* indeed so strong, that not a few of the best pupil-teachers have *waived the* Queen's scholarship, which they could not have failed to gain, *and have gone* at their own expense to the University, supporting themselves there chiefly by private teaching, and where it is satisfactory to observe

that they have carried their full share of the University honours, including, last year, the Signet gold medal that is annually awarded at Edinburgh, by comparative trial. I have formerly noticed that a large proportion of the schoolmasters of Scotland are University men. In some counties nearly all the parochial schoolmasters are so, and I believe that in many cases this is made a condition of their appointment. Hence many young teachers, husbanding their slender incomes, have given up their schools to obtain the benefit and the *credit* of a session or two at the University, in addition to the certificate of merit; while, in other cases, managers have connived at their absence during the winter months, even when pupil-teachers have thus to be left under the care of a temporary substitute. I do think that your Lordships could turn this general desire for University education to good account.

Female training school.

The great desirableness, if not the necessity, of having a female training school becomes more apparent, from the practical difficulty of arranging for, at least, a two years' course of ordinary instruction, both for males and females, in the same premises, and the impossibility, as I understand, of providing satisfactorily at the same time for such a peculiarity of the female course as that of domestic economy. Your Lordships have attached great importance to this branch, as an essential means of improvement in the social condition of the community at large. I had the honor to be intrusted with the preparation of the examination paper on this subject for last June, and the revision of all the exercises worked by the candidates for certificate of merit, students and teachers, 142 in all.

I went over the subject with much care, availing myself where necessary of the most competent aid that I could obtain. I had made the exercises considerably easier and more encouraging than others that I had seen, but I have to confess that I was, upon the whole, disappointed in the result. Many of them spoke well on individual points, as from personal observation, and others seemed to have a store of receipts, but I perceived few traces of those systematic views which should result from a course of study proceeding on such general principles as should lead to more profitable observation in future practice. The pupil-teachers who were candidates for Queen's scholarships were examined on the same subject, but by a different set of questions, and I saw only the papers of those who presented themselves at the Edinburgh Normal school. Their answer to the first question was remarkable, and confirmed the impression made on me by the other paper. The question was, "What do you understand by *domestic economy*, and what instructions have you received in it?" Only a portion of the candidates gave any reply. None of their definitions was quite satisfactory, and they all concurred in saying that *they had received no instructions, except from personal observation at home.*

Examination for certificate of merit.

RESULTS of EXAMINATIONS for CERTIFICATE OF MERIT and QUEEN'S SCHOLARSHIP held in Edinburgh and Inverness in June 1855.

		Teachers.					Ordinary Students.					Pupil-teachers as Candidates for Queen's Scholarships.			
		Examined.	Successful.	1st Class.	2nd Class.	3rd Class.	Examined.	Successful.	1st Class.	2nd Class.	3rd Class.	Examined.	Successful.	1st Class.	2nd Class.
Edinburgh	Males	10	4	1	2	1	30	25	10	10	5	20	19	15	4
	Females	7	4	1	–	3	31	19	3	8	8	5	3	2	1
Inverness	Males	7	3	–	–	3	–	–	–	–	–	–	–	–	–
	Totals	24	11	2	2	7	61	44	13	18	13	25	22	17	5

Pupil-Teachers.

Pupil-teachers. I have very little to say on the subject of pupil-teachers generally, in addition to what I have stated in former reports. As was to be expected, the professional characteristics of the master or mistress, are more or less prominently reproduced in them all; but the prescribed course of instruction, and the necessity of adhering to it, have become better understood. The option now allowed in the case of male pupil-teachers of being examined, in the fourth and fifth years, in Latin, instead of English grammar, if the latter has been previously satisfactory, I consider a great advantage with reference to the required qualifications for many of the schools in Scotland.

Domestic economy. I think that in the annual examination of female pupil-teachers, a simple question or two on household work, and then on domestic economy, and a small specimen of progressive needlework, might be added to the present exercises with great advantage. It would draw more effectually the attention, not only of the apprentice, but of the mistress, to the important matter of domestic economy.

Complaints. There have been some cases of complaint on the part of pupil-teachers, that they have not been regularly instructed, according to agreement, besides those that have been made in consequence of the refusal of stipend for great deficiency.

It seems most fair, as has been resolved, that such complaints, shall not be sustained to the effect of paying a stipend otherwise not merited, unless they be made before the examination. The effect of this will be, that managers will in all cases satisfy themselves that they are right in certifying the fact in their schedule of the report.

Misconduct. There have been this year, I regret to say, two or three cases of misconduct, but I must repeat that upon the whole, such have been rare, if the number, age, and circumstances of the parties be considered.

I have the honor to be, &c.

EDWARD WOODFORD.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY E. WOODFORD, ESQ., LL.D., AND D. MIDDLETON, ESQ.

SUMMARY *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
370	16	55	15	314	36,212	32,891	30,854	192	471

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
1·51	4·51	7·51	9·69	11·1	11·59	12·38	11·34	9·73	8·02	6·03	6·59

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
30·23	21·97	17·77	13·32	9·45	7·26

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of 325† of Schools enumerated in Summary *a*.								Average Income per Scholar in attendance.‡
From Endowment.		From Voluntary Contributions.		From School Pence.		From other Sources.		TOTAL.				
£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
6,316	1 6½	10,356	3 5	10,634	18 1	2,515	19 0½	29,823	2 1½	1	0 0½

Aggregate *Annual Expenditure*, as stated by Managers, of 325† of Schools enumerated in Summary *a*.								Average Expenditure per Scholar in attendance.‡			No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.			Books and Apparatus.			Miscellaneous.			TOTAL.			
£	s.	d.	£	s.	d.	£	s. d.	£	s.	d.	
22,210	0	8½	597	0	6	7,279	16 11	30,086	18	1½	1	0 2½	29,730

* At the date of closing these Summaries.

† The number of Schools inspected during the year was 370; but from 45 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Nu pro with or Re
		£ s. d.		
SCHOOLMASTERS	Certificated	79 10 9	164	1
	Uncertificated	74 3 11	130	
SCHOOLMISTRESSES	Certificated	49 9 9	25	
	Uncertificated	35 9 7	37	
INFANTS' SCHOOLMISTRESSES	Certificated	55 12 2	3	
	Uncertificated	33 11 8	6	

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Fou
269	27,390	22·38	36·96	23·27	6·72	

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools,* JOHN GORDON, Esq., *on the Schools in connexion with the* CHURCH OF SCOTLAND *inspected by him in the* WEST *of* SCOTLAND.

MY LORDS, Edinburgh, 31 December 1855.

THE district in which I have the honor to officiate by your Lordships' appointment comprises the South-western counties of Scotland, with Argyllshire and the islands—containing a population of 1,256,137.

The schools inspected within those bounds during the last year were, all those which are aided by annual grants from the fund administered by your Lordships; some, which were aided by building or by book grants; and some, to which inspection was not due, but simply invited. The distribution of the whole number to each of these classes, is as follows:—

Schools having Augmentation without Apprentices.	Augmentation with Apprentices.	Apprentices without Augmentation.	Book Grants.		Building Grants.		Invitation.
			With annual Aid.	Without annual Aid.	With annual Aid.	Without annual Aid.	
34	51	36	26	5	21	24	39

These schools, 188 in number, though profiting, in common, by the aid they have received, do not appear to derive any distinguishing character from the particular form of that aid; and may, therefore, be described with little reference to the class in which they are here placed. The form of aid, however, in its four or five varieties, is itself a particular that claims attention; because each variety is administered under distinct conditions, and applied to a distinct class of circumstances affecting its reception. I remark then, first, in regard to—

Forms of aid.

Building grants.—The schools aided throughout the district in this manner alone, are twenty-four in number—inclusive of some which were so aided, while the Parliamentary grant was administered by the Lords of Her Majesty's Treasury. All the schools that, at any time, received this form of aid, are among those to be referred to in the remarks that follow upon the character of the instruction generally in the inspected schools. It is enough, at present, to observe that, with scarcely an exception, they *are efficiently* taught,—a fact the more

noticeable, as some have seldom, if ever, been inspected, yet have maintained themselves in a good condition—a rently with some effort to requite the public encouragen they had received. The school-rooms are superior in plan, and furnishings to what they would have been without public aid; and the effect of these advantages, merely n rial as they are, may be seen in the whole economy of schools, and in the quality of the instruction which is impa in them.

In some cases, new, or enlarged or improved buildings, l been given without any special grant for the purpose, voluntarily on the part of patrons to meet the conditio annual aid.

Similar results appear to have followed the simple ins tion which preceded the Minutes of 1846; and to such extent as to suggest, that if the results of that simple ins tion were ascertained, they would be found to include merely the desired information upon the state of educa then the sole object of inspection, but much real benef the schools, in improvements indicated indeed to the pat but given entirely of their own accord.

Among unaided schools, the cases of imperfect accommod are not few. In the Highlands, especially, there are somet defects of this sort to a degree almost incredible—as an the Branch parish schools that only participate in the statu provision of salary, without any legal title to the benef a school-room. In all cases of insufficient accommodation school managers have been informed of the aid which ma obtained under your Lordships' Minute of 2 August 1 —offering a grant "towards the expense of school buildi rural districts," equal to half the total outlay,—the other being raised by local subscription.

Book grants.—Books, maps, and other necessaries have l in general, sufficiently supplied; they are wanting to a siderable number of the pupils in not more than twen the schools. In these cases, the Bible is far too much empl for the mere reading-lessons; in one, it is the only sc book which a class of children from six to seven years o has in hand, during the five hours they are in school c In another, the ancient custom is kept up of teaching alphabet from the Shorter Catechism. Much disadvanta the pupils is the consequence of this scarcity of books, as as much difficulty to the teachers,—from which they w gladly be relieved by some sacrifice of the fee for instruc *but, for* the most part, even that remedy is prevented,- *parents* being as unable to pay for the lesson, as they a *the* school-book.

A collection of volumes chosen for the private reading of the pupils has been attached by the patrons to several of the schools, fifteen in number; among these are the Gartsherrie schools, liberally provided in this, as in all other respects, by the Messrs. Baird, and the Kelvinhaugh school, by the Kirk session of Barony parish, Glasgow.

There can be no doubt that any facility given to the more general acquisition of school libraries would be readily accepted by many, and prove an important boon. But I know not whether the book grants can possibly admit of any extension in that direction.

Pupil-teachers.—The extent to which the public aid has taken effect, throughout the district, during the last year, by the apprenticing of pupil-teachers, may be seen from the following Table:—

Candidates for Apprenticeship.		Pupil-teachers.			
Admitted.	Rejected.	Continued.	Discontinued.	Withdrew.	Apprenticeship concluded.
70	47	156	5	9	24

The main object of this provision is to prepare young persons, by timely and special training, for future duty as elementary teachers. And the number admitted to apprenticeship represents the number of such young persons, who may be presumed to have that vocation in view; but not, it would seem, the number by whom it will be eventually pursued;—for, when apprenticeship ends, it is found that some betake themselves to other occupations, than that of teaching. This divergence, not, it may be hoped, originally intended, took place during the last year in rather more than a fourth part of the closed apprenticeships,—a proportion, probably, greater than what occurs elsewhere, by reason of the greater scale on which several of the largest and most growing branches of industry are carried on in this district, and the many openings therein presented to qualifications such as are invariably given by a five years apprenticeship.

Neither, it may be remarked, does the number of apprentices that finally attach themselves to the profession appear from the number that continue their studies at the Normal school with the benefit of Queen's scholarship; for some, a very few have failed to obtain that honour; and some (nine) have not sought it, passing at once to a position as schoolmasters or schoolmistresses.

On the whole, change of object and interrupted apprenticeships appear to have withdrawn from the teacher's calling,

during the last year, nearly a seventh part of all that were apprenticed as pupil-teachers.

The system of pupil-teachers is, however, still farther useful by the aid which they, pursuing their own improvement, afford to the master in the inferior parts of his school work. It is an approach, though nothing more, to the remedy which has been so long desired for the inconvenience that ensues, wherever there is a numerous attendance at the school, with much variety of instruction, and but one master. He is now better able, without prejudice to the lower classes under his tuition, to give due attention to the higher; more able to influence as he desires, the tone, manners, and whole discipline of the school; more free to care for his own culture,—actually more intent on his own culture,—and it is seldom that what is gained in that way is not visibly and beneficially reflected upon the school. The managers and patrons are generally sensible of these results, and seem to think them as important as any that attend the pupil-teacher system.

Augmentation.—The schools that have the benefit of annual grants of salary may be classed as follows:—

Parish - - - -	18	Assembly - - -	16
Burgh - - - -	5	Subscription - - -	26
Sessional - - -	19	Endowed - - - -	1

Each class, is in some way, peculiarly situate in respect of its ability to obtain this form of aid.

The *Parish* schoolmaster often chooses to forego augmentation, rather than comply with the condition of resigning certain minor offices, such as that of Inspector of the poor and that of Parish registrar,—the latter not allowed to be retained when its duties occupy more than two hours weekly. His school having already a status conferred by law, he is the less tempted to seek anything more of that nature from another source. His qualifications have been already tried and authenticated; another trial is disliked even by those who admit that it is fairly and necessarily proposed, and know that they should have nothing to fear in the result. These circumstances and these feelings go farther, it is believed, to intercept this benefit in the case of parish schoolmasters, than any difficulty in fulfilling its pecuniary condition. Of the 414 parish schoolmasters in this district, the proportion now receiving augmentation is 1 in 23.

It is received by a large proportion of the *Sessional* schools,—because these have generally a very poor class of scholars, the necessary subscription already secured, competent masters, and no status already possessed, like that of the parish schools. There is, certainly, no class of schools which augmentation, under its existing conditions, is more apt to reach.

In that respect, the schools supported by the General Assembly come next. Their pupils are numerous and poor; the pecuniary terms fulfilled to hand; many of the masters qualified with certificate,—only, for that reason, the masters are so much solicited to other places, and so shifting, that the boon in question is far less frequently gained and fixed to this class of schools, than it otherwise would be.

The *Subscription* schools are, in general, better able to fulfil the pecuniary than the other conditions of augmentation.

The *Endowed* have sometimes found in the endowment itself a peculiar hindrance to the reception of this mode of aid. For, the amount of the endowment, though not enough to uphold the school in good condition, may be enough to prevent the still requisite subscription; and again, the subscription would introduce another control, besides the one already created by the endowment; and subscription is prevented by the prospect of that confusion.

All teachers claiming augmentation being required to hold certificate, the issue of certificates marks the limit of the augmentation grants. The following table gives the result of the examination of candidates for certificate held at Glasgow in the month of June last:—

	Teachers.		Queen's Scholars.		Students.	
	Examined.	Succeeded.	Examined.	Succeeded.	Examined.	Succeeded.
Male - -	11	7	8	6	22	22
Female - -	4	1	3	3	33	9

It may be here remarked,—1. That female students at the normal school form a very large proportion of the candidates for certificate. This accords with the fact, that throughout the country female schools of industry now rapidly increase in number; while there is a tendency perceptible, though still feeble, to provide even the literary instruction of females in schools conducted by female teachers. The female students, unlike the greater part of the male, are without bursary from the managers of the Normal Institution: it is usual for them to depend on friends or patrons for the whole benefit of being placed there,—a proof of the considerable demand for female service in tuition, and a consequence of the greater difficulty to this sex than to the other, in obtaining the necessary preparation elsewhere.

2. Among the candidates for certificate, the students of the normal school, male and female, are more numerous than the teachers; while at the same time, of the 85 teachers whose

salaries are augmented, 46 are understood to have obtained certificate as students. It thus appears, how much the operation of your Lordships' Minutes, in perhaps the most important particular which they embrace, the grant of augmentation,—depends upon the Normal schools; and of how much moment the position of these seminaries now becomes, in reference to the elementary education of the country.

The students who obtain certificate, even of the third or lowest class, are much sought after by school patrons; not only as their certificate brings to the school the benefit of annual aid, but also for the better reason that they are presumed to be unusually well trained to the work which they profess. All who passed a successful examination at Glasgow in 1854 were appointed to the charge of schools within three months from the date at which their success was announced.

Simple inspection, unaccompanied by any grant, is very commonly considered as a mode of aid, and also, from the manner in which it has been regulated, as a very desirable mode of aid. But the desire to obtain it has ever been so very common, as to exceed very far any existing provision for the purpose.

In every form in which the public aid is administered, it appears to be attended with signal benefits to elementary instruction; and so very apparent are these results, that the desire to appropriate this aid in all its forms cannot fail to become rapidly more prevalent.

The district contains the largest centres in Scotland of commercial, manufacturing, and mining industry; it contains also a numerous population, occupied in agriculture and in fishing, or in fishing combined with the husbandry of small possessions. Each of those great classes has the benefit of aided schools. Is the instruction given at these schools in any degree specially suited to the occupations of those among whom they are placed? does it point to and prepare for any certain branch of industry? Rarely, and in a very small degree.

An impression prevails very commonly that the young are to receive at school, mainly if not exclusively, a sort of general knowledge which shall be useful to them as men; and that the school is not designed, unless in a very subordinate manner, to qualify them to act as workmen of this or that description. —"Such a general education as should enable them readily to turn their hands to any occupation that falls to their lot in life, I believe to be the only sound object of any general educational system. A child ought to be taught, as it were, the elements of things,—to have its mind so strengthened and developed as to enable it readily to exercise its faculties in

any line in which Providence may place it." *—The same notion has been expressed thus,—"Elementary instruction, as it does not profess to qualify for any particular calling, so it is occupied with no particular science or art. Calling it regards as a matter secondary to its proper object, which is of a general nature, and has essentially to do with elements that belong in common to various sciences, arts, and handicrafts." † —Instruction of the general sort was of an early date, and has continued by force of custom; it was had by all persons in this district, long before the staple branches of industry that now flourish there had reached their present development, and at a time, therefore, when there was not the same occasion as now to inquire whether schools might not, betimes, give that particular skill which future labour should require. Few teachers, accordingly, have prepared themselves to introduce any change in the very general nature of their programme; and parents, when they do exercise a judgment upon the offered subjects of instruction, appear to be indifferent, if not averse, to any changes of the kind. The usual instruction is thus unmarked by any special character, except in the following instances:—

Special instruction.

1. The aided schools include 33 designed as schools of Female Industry, whereof a very few, connected with other schools under masters, are exclusively industrial; the rest distinct, and equipped as common elementary schools, with the industrial branch in addition. The industry of nearly all the female schools is simply that of needlework and knitting.

Something more has been intended in one of these Industrial schools, that of Stornoway, in which the premises have been fitted up for tuitional practice in laundry work, cooking, and other domestic arts; but this part of the plan has scarcely, as yet, come into operation.

An attempt is now making to establish many schools, in which the industrial instruction shall have the same variety of elements a in that of Stornaway. The "Scottish Ladies' Association," lately formed "for promoting female industrial education in Scotland," propose to "combine with the usual branches of female industry sewing, knitting, spinning, laundry work, and household work." It is certain that the skill and knowledge here offered are much wanting in such places as this Association has in view, and are not to be obtained, if obtained at all, except in the most casual manner. To provide them in schools intended for other purposes besides, involves some obvious difficulties: a sufficient command of teachers fitted for such

* Report on Parochial Union Schools, by Mr. Tufnell, 1853.
† Denzel.

various duty, and not averse to put their hand to the humble work which it includes; a command, too, of the necessary *materiel.* These difficulties may be overcome; but when they cannot, book-lessons of domestic economy,* without practice or example, may still give many useful notions, which cannot fail to work to good effect in actual life. One instance may be cited. Book-lessons of another kind are said to have effected much in some parts of the Highland portion of this district, where many persons, who speak with ease the English language, acquired their knowledge of it wholly at the school, Gaelic being then the sole spoken language of the place. Now, if book-lessons can do so much in a case like this, may it not be hoped that they shall be profitably taken upon other matters that touch the condition of the people in scarcely a less intimate manner.

2. *Drawing* is taught in about 20 of the schools; and in some, it may be said, with much success, as in St. Enoch's and St. Matthew's Sessional Schools, Glasgow; Dumbarton Academy; Gartsherrie Female school, the parish schools of Lochmaben and Caerlaverock, and some others. The object, however, is not always industrial, but sometimes the very different one of cultivating taste. The drawing is generally of the free hand kind from flat examples, sometimes linear geometry, and in a few instances from models or from natural objects.

The students of the Glasgow Normal School have been privileged to receive lessons in this branch three hours weekly, from Mr. Wilson, the able and zealous superintendent of the Government School of Design in Glasgow. The time given to this branch has hitherto been too short to allow the possibility of any very considerable progress; but it admits of being lengthened under the new programme for the normal schools, and the study may be said to be now more likely to receive due attention. Twenty-two of the students attempted drawing papers at the general examination in June last: and eight of their number obtained the prizes offered by the Department of Science and Art.

3. *Agriculture.*—Instruction in the principles of agriculture has been introduced into a very few of the schools; they are all of the class called Assembly schools, and situate in the Highlands.

Three years ago, the Education Committee of the General Assembly of the Church of Scotland appointed a master for this branch in the Edinburgh Normal School, and latterly they

* "Manual of Domestic Economy," by Tegetmeyer. "Lessons on Industrial Education," by a Lady.

have given to all students the benefit of his lessons, which have been seconded in a very important manner by attendance on the course of lectures delivered by the Professor of Agriculture in the University of Edinburgh. The object was, that improved notions of husbandry might be imparted at their Highland schools, and thence diffused among the Highland population deriving much of their subsistence from the cultivation of small possessions or crofts. The pupils might, at the same time, be trained to habits of industry by working upon the ground to be attached to the schools; and the people might see, even in that small space, somewhat of the processes of husbandry which it would be well for them to imitate on their own fields. Upwards of thirty students, tolerably fitted to carry out this design, have left the institution.

In the few schools referred to, lessons are given to good purpose from Johnston's Catechism of the Principles of Agriculture and Murphy's Agricultural Instructor, but in other respects, the plan does not succeed so well, the ground being ill-suited for the purpose either of showing suitable examples of cultivation, or of giving practical manual employment to the pupils. On the whole, however, the attempt succeeds in a considerable degree, when the pupils profit so much as they have done, simply by the lessons of the text-books.

Agricultural knowledge seems to take its place with much propriety among the subjects of elementary education in rural places, not only from its relation to the prevailing industry, but from its very popular interest as a branch of Natural History. Perhaps, however, when it is wished to carry this study to a considerable extent, and to accompany it with opportunities of insight into large and various farming operations, there may arise a class of schools specially and solely constituted *ad hoc;* schools for young men who have finished their elementary course, and not yet entered on apprenticeship; intermediate schools (*écoles moyennes*); and perhaps, as the educational system expands, schools of this class may come to form an important part of it, and to exist at the threshold of other occupations besides the one referred to.

4. For the *mining, manufacturing,* and *fishing* population, no instruction of a special nature has been provided in any of the inspected schools. In one, lessons are given in the elements of geology and mechanics, and illustrations supplied from a small geological museum, and from many diagrams of mechanical engines and mechanical powers; but the pupils are not of the mining or manufacturing class, and the object is not the special one of fitting for any certain kinds of future employment. The case is mentioned, as offering an example that may be followed still more properly in places where school lessons

of the same sort would come home directly to the "business and bosoms" of the people.

Here, again, it seems not improbable that schools may arise to qualify specially with the knowledge and skill suited to mining and manufacturing labour and enterprise. Such schools would hold, in elementary education, a place corresponding to that taken in a higher sphere by the chair of Technology lately instituted in the University of Edinburgh; and they are the more likely to arise, that an instance so cognate and so conspicuous has been already given. Already, in the mining district of the Monklands, the school of special instruction seems to be prefigured by the lectures in Geology and Mineralogy which are there occasionally delivered in connexion with the Coalbridge Mechanics' Institution.

Several kinds of handicraft are taught at three of the schools called Ragged. It would seem, from that humble example, not very difficult to afford in elementary schools some knowledge of the special practical sort, without any sacrifice of that more general instruction which is so commonly and justly preferred. The conjunction is, at the same time, desirable, especially where the school is placed among a people mainly engaged in some common occupation; for then the future business of the pupil may be foreseen, and his instruction directed accordingly. The schools at such stations may be called class-schools.

Class schools.

Of the aided schools there are about twenty, which may fall under this denomination, by reason of the common occupation of the parents, which, in all cases, is in connexion with factories or mines. Such are the schools at Dalmonach, Faifley, Busbey, and Dundyvan,—they are purely class-schools in the sense here attached to the term,—and they are so not, altogether intentionally, but chiefly by the accident of there being no other class of people at hand to take advantage of them.

A few more may be ranged under this denomination,—though on other grounds than that of common occupation;—such as the thirty-three schools which are exclusively for females, and the three exclusively for children sought out and brought thither, because they are ragged, destitute, neglected, orphan, vicious, or verging to evil courses.

There is still another circumstance, that might constitute a school of this description,—all its pupils might be required to be some particular religious denomination. But no school of this sort exists in Scotland, or, at least, among the Protestant communions.

The class-schools of the district are thus very few, for the custom of the country does not create them, unless under the circumstances of necessity or accident now mentioned. The

parish schools have all along been open to all children, without respect to the parental occupation, condition in life, sex, or religious denomination; and their example has been followed by most other schools, whatever their ecclesiastical connexion; by one in a manner more marked than usual,—the Neilson Institution at Paisley,—one of the announced objects of which is "the amalgamation of boys on the fund with the scholars paying fees; thus using the latter as a lever power to elevate the former in the scale of society."* This object appears to be in the course of being attained in a very remarkable degree.

It is true, at the same time, that schools called Denominational are numerous; but the general experience is, that they are not serviceable, either in effect or by intention, to the children of that denomination alone with which they are connected, but that they are frequented very much according to their own merits, or, perhaps, for the convenience of their situation;—so common is the knowledge of the people, that the differences betwixt one class of Presbyterians and another, are not of a kind to influence either the matter or the manner of religious instruction in the schools.

One of the aided schools, set up and supported by the minister of the parish and the Kirk Session, is attended by seventy pupils, not one of whom or of whose parents belongs to the communion of the Church of Scotland; and this benevolence is reciprocated,—for, elsewhere, schools have been provided by other Presbyterian bodies, and, when good, they are accepted pretty freely by all, of whatever denomination, within their range.

Higher instruction.

All the aided schools may be considered as elementary. But in Scotland, elementary schools often include some higher branches in their course of instruction; and such is the case in about a third part of the aided schools in this district. In each of these, are taught several of such subjects as Latin, Greek, French, geometry, plane trigonometry, algebra, elements of physical science, &c. It is not uncommon to find, where such studies are pursued, a class of pupils expert in Land-surveying, in the calculation of Heights and Distances, surfaces and solids, and in Algebra to the extent of Quadratic Equations. In Geometry, any considerable progress is much more rare.

Among the schools that excel in mathematics are the Kilmarnock and Dumbarton academies; in Latin and Greek, the parish schools of Lochmaben, Caerlaverock, East Kilbride,

* *See* Tabulated Report on Neilson's Institution, Paisley, (No. 34,) inspected 10 and 11 January 1854.

Dalbeattie, Bothwell, Mearns, &c. The latter offer classes occupied with the more advanced Latin authors, and with the simpler in Greek; and in both respects, the proficiency is remarkable, looking to the manifold scheme of elementary tuition which claims and receives so much of the master's attention. It may be added, as not unconnected with the evidence of progress in these branches, that it is not unusual for the schools in question to furnish students of Humanity to the universities; and in the examinations upon English grammar, it is generally easy to discover, by their better knowledge of the matter, such of the pupils as have been but moderately instructed in Latin,—so far, at least, that instruction appears to have availed them.

With reference to other schools where Latin is professed, it is found that very often the pupils are still in the first stages of progress, or, if they have proceeded farther, that they remain fatally untutored in the rudiments; for, upon the whole, this study does not thrive so well as could be wished, nor so well as it once did.

Twenty-five years ago, the classical department of the Kilmarnock academy* was attended by ninety pupils; the number is now reduced to twenty; and a proportionate decline, it is believed, has taken place in many parts of the country. It is a consequence of this change, if it be not also, in some degree, its cause, that elementary instruction has received a new and ampler development, and that the energies of the masters have been more employed in that direction than they ever were before. It is scarcely supposable, indeed, that any change of the kind could have taken place, without an effort to find or make compensation in one manner or another.

Extended elementary instruction.

The extension of elementary instruction during the last twenty-five years has taken place, partly by widening its range upon the subjects that originally belonged to it, partly by the addition of new elements.

Of the improved mode of exhibiting the few original subjects, one example may suffice. In arithmetic, it was enough that the calculation could be done by rote: nor was this method simply perfunctory,—it was generally maintained for the felt or avowed reason, that "we see every day that the rules or conclusions alone are sufficient for the shopkeeper to state his account, the sailor to navigate his ship, or the carpenter to measure his timber; none of which understand the theory, that is to say, the ground and reasons either of arithmetic or geometry." The school practice in this respect was long regu-

* Not under inspection; but understood to be at present very ably conducted.

lated accordingly; but now, the grounds and reasons are considered to be themselves a distinct and profitable, if not quite necessary, sort of knowledge; and they are often found to accompany the lessons in arithmetic, even from the commencement. This and other modes, in which elementary instruction has been enlarged upon the original basis, are so well exemplified in many of the aided schools, that they might almost be regarded as new elements.

But more properly, the new elements are,—Geography, less or more taught in all the schools,—that is, in primary or elementary schools; History, in perhaps a third part of their number, but often given in the most irregular manner, and to little purpose; Music, taught from notes; and Drawing, already noticed in its relation to useful arts.

Other additions have been so recommended, of late, that they will perhaps soon be adopted by many. 1. It has been urged that instruction in Human Physiology, or the laws of health, "might be rendered most interesting to the young, and communicated to them with the utmost facility and propriety in ordinary schools."* A course of this sort has, accordingly, been introduced of late into a very important class of schools (not in this district), the schools of Heriot's Hospital, and upon the Heriot foundation in Edinburgh.† The same has long been intelligently given and well received in one, and one only, of the aided schools of the west, that of Lennoxtown, Campsie. 2. This subject, however, in the extent to which it may be taught in elementary schools, is but a part of the more comprehensive study, so well advocated of late, under the designation of "common things," or the "principles of common things."‡ No instruction of the sort has yet been much pursued in any of the aided schools of this district, though in some it has been attempted, and promises to be continued with very good results.§ Perhaps no subject, to be well taught, requires more of the natural teaching faculty,—because, while the subject-matter is exceedingly miscellaneous, much must be left to the

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* Medical opinion addressed to the Board of Trade, 1853.

† *See* Johnson's "Illustrations of Human Anatomy and Physiology;" with Hand Book, by William Turner. Messrs. Johnstone, Edinburgh.

‡ Account of Proceedings at Winchester in connexion with the Ashburton Prizes, Dec. 1853.

§ "These," says one of the teachers, "were the objects on which I gave lessons on one of my excursions with the pupils: *Bridge*, some countries have no bridges; fords. *Mineral well*, explained the different kinds of mineral water. *Crane*, observations on the mechanical powers. *Singing birds*, remarks on the habits, structure, and uses of birds; "the birds of the air have nests." *Broomielaw*, derivation of name, what it once was, and now is. *Life-buoy* and *diving-bell*, their uses explained. *Ships*, different modes of propelling; first steamboat, 1812; goods imported and exported; what from Australia, India, &c. *Rivers*, Scriptural allusions, &c."

teacher's tact in the choice of examples, references, and occasions. 3. Candidates for your Lordships' certificate are now examined on their knowledge of the Constitution and Constitutional History of Britain, the effect of which will, no doubt, be to add this extensively to the subjects of elementary instruction. It is too proper an addition to have been hitherto without example, though the example must be sought for in another country.*

Other augments of the elementary course are occasionally suggested, scarcely less apt or less important than what are here mentioned; but it is plain there is a limit to their admission in the very limited period of school attendance, which is common in all parts of the country; and in the great expedience of so regulating the pupil's progress, as to ensure a certain fulness and accuracy of knowledge on some, at least, of the objects of their study.

Elementary instruction. Its character.

Such being the subjects that form the course of elementary instruction pursued in these schools, to what extent has it been carried in the several particulars, and to what effect does it appear to have been communicated?

Most of the schools, unaided by annual grants, are, in respect of the instruction they afford, inferior to the rest in a considerable degree. Of this, the most remarkable instances are, the Branch Parish schools of the Highlands, which, being ill accommodated, ill attended, and ill supported, cannot be expected to prove very useful.

The better state of the aided schools is secured, doubtless, by the operation of the conditions on which the aid has been granted; for the intention of the aid is not simply to reward the teacher, but to improve the school. There is of course among the schools much disparity of merit, as well as much difference of character. In your Lordships' award of certificate to teachers, three grades of merit are distinguished; in like manner, the schools which they conduct may be expected to be of three grades, pretty distinct in merit. But they cannot be so arranged according to the number or description of the branches taught, nor yet according to the methods used in teaching; for always, the school derives its character, as respects the quality of the instruction, from the teacher's own character, and much more from the moral than from the intellectual part of it. Neither does the school, in this threefold division, take the same rank invariably as its teacher takes in the class of his certificate. The case is sometimes otherwise; but so, for the most part, that the school ranks higher than the certificate which its master holds.

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* Wilmsen, Reading Lesson Book, cap. 13.

1. In the examination of students at the normal schools, your Lordships allow more value to the knowledge which is full and accurate on a few subjects, than to that which is less full and less accurate on more subjects. After the same manner, it seems fit to estimate the comparative merit of the schools, considering that to be in the same proportion in which the instruction is full and accurate, without much regard to the number of the branches taught. In the first or highest class may be reckoned twenty-eight of the inspected schools,—all in a state most satisfactory on the capital point now mentioned; they include a few in which not many branches are taught, none of the higher, scarcely any of those that have lately accresced to the elementary course; and, even in the branches taught, the instruction may not have reached any very advanced stage; but what they do attempt they have "done well." Among those few may be named the female schools at Bluevale, Househill, and Renton.

The rest give all the elementary branches, and some too of the higher. Among them, the parish schools of Caerlaverock, East Kilbride, Mearns, Cathcart, Girvan, Newton Ayr, the burgh school of Dumbarton, the Sessional schools of St. James', St. Enoch's, St. John's, St. Matthew's, St. David's, in Glasgow; these and others that might be named have attempted much, and they have "done it all well," showing that "truthfulness and reality in the teacher" which is considered in the new plan of examination for certificates, as the root of all that is excellent in the school. Yet the teachers do not proceed by the use, in common, of any certain methods, which, being used to so good purpose, might merit some notice. The one common cause of their success is, the complete surrender of their hearts to their duty; for this teaches the choice of methods such as each can handle best; and as it gives the feeling of self-reliance, it teaches them also to make methods for themselves. Of this sort of invention it might not have been improper, if space allowed, to offer here some examples,—proving that "aptness to teach" which is at once a distinct, original talent, and a calculable result of much devotion to the work, combined with a fair measure of intelligence.

It is due to the masters of this first class to say that their exertions are seldom surpassed for their amount; and that any so disinterested are still more rare.

2. In the next class may be placed about fifty of the inspected schools. They are sometimes little inferior to the former; yet upon the whole, distinguishably so, by some such traits as these. The instruction is not equally well given in all the branches. It is perhaps unduly directed to the upper part of the class, yet this seems often to proceed, not so much

from partiality to one set of pupils or from carelessness towards another, or from a vain wish to show to the best advantage,—as from a certain eagerness to advance and a notion that the lower pupils still profit by the lesson which they hear given to the higher. Mistakes of judgment sometimes appear, as in odd illustrations, in passing the proper points of a lesson for some not naturally connected with it,—in the preference of curious to useful points of knowledge,—perhaps in some ill-conceived mode of punishment or praise. Or again, while an approved method is diligently practised, it is not practised so well as to conceal itself in the proper degree; that is to say, the mere method is nearly as much regarded as the matter of the lesson itself. Withal, however, the teachers of this class show industry, energy, and, in certain branches, much acquirement; their instruction is various, and sometimes carried far,—so that this class occasionally offer specimens not inferior to any in the former, of excellent tuition,—as in advanced arithmetic, advanced geography, drawing, Latin, or mathematics.

3. The third class includes a large proportion of the schools unaided by annual grants and simply inspected, inspection having been requested, in some cases, for the very reason that the condition of the school did not satisfy the managers, and that they hoped to be put on some method of obtaining its improvement. This class includes, also, schools of which respectively such particulars as these are noted. Of sixty-two children in attendance all but four are under nine years of age: the population of the place does not afford more than thirty children of the school age: the master's income does not exceed 18*l.* a year: the master is upwards of three score and ten years of age. Such circumstances necessarily produce an inferior sort of schools; and it is in this class chiefly that those defects in the character of the instruction exist, which give occasion to the following remarks.

The defects referred to all result in leaving the instruction "spread perhaps over a large surface," but "fragmentary," without "depth," not thorough. It is the same fault, which it has been so much desired, of late, to correct in the candidates for certificate. In the school, perhaps, it may be met in some analogous manner; that is, by encouragement or special reward given to thorough instruction, though it were but in a single branch,—for even in a single branch its value, its subjective value as mental discipline, is great; but probably, when exemplified upon a single branch, it would extend to others, after the manner in which the accuracy that a master has to practise in his lessons to pupil-teachers is seen to spread over his whole work in the school. A school that should present a model for some particular branch, if for no more, existing here and there,

could not fail to have a good effect upon the general education of a district; and to gain and keep that distinction for his school would be one of the best ambitions of a teacher. Apart from these consequences, excellence, though but in one respect, has a clear title to notice and reward.

Of the defects now referred to, the two most obvious may be noticed. They are defects of method, and being very obvious and very prevailing, they are, of course, noticed very often.

1. The instruction is not duly graduated; that is, the subject matter is not presented either in the order in which it is most readily apprehended, or in that which accords with the natural connexion of the parts. This is apparent chiefly in the branches of religious knowledge, geography, and Latin. In the last-named the more difficult authors are reached, perhaps in less than two years, with much ignorance of the elements. The master's own knowledge of the matter is, then, more than questionable; but he is proud, also, to have pupils to present apparently so far advanced, or he is simply impatient of tarrying long among the first steps: "Gestit animus illico videre flores et fructus; terram autem invertere, semina illi immittere, primordia radicis curare diù, et inspicere, non adeò gratum est." In Geography the order of progress is not guided, as it might well be, by some of the text books in use, as by the three of the Scottish School Book Association. The descriptive parts of this branch are sometimes preceded by the physical or the historical; and the physical, if it comes at all, comes after the political. A country is sometimes studied before anything is known of its position on the earth's surface, or anything of the chief features of the globe. So, in the lessons of religion, where the diversity of the matter is great, the historical, the moral, the doctrinal, are not always taken up in their proper places, but sometimes mixed together from the very outset. A school-book that should direct well on this subject seems to be yet wanting. Meantime, it is plain that each subject admits of a division into several progressive sections or stages, and if the master should mark these stages according to his own judgment, his lessons would acquire a better sequence, and being then limited to a certain range for a certain time, they would be the more apt to be given with good effect. Any division of this kind would probably be much better than none.

There are some schools which have been organized expressly to mark the division of the subjects taught, into advancing sections or periods, and to concentrate upon each the due measure of attention. There are several masters, and all of them are charged to instruct in the same branches. But one goes no farther than a certain prescribed limit; and that becomes

the starting-point to the next in gradation. In this arrangement, the duties of the masters are not so very distinct in their field, as to prevent a certain salutary emulation amongst them,—and they are sufficiently distinct, to ensure a true and approvable progress for the pupils.

2. The instruction is not well adapted to the years and progress of the pupil. The school age has been, sometimes, well divided into three distinct periods, ending respectively at the seventh, tenth, and fourteenth years,—each period having assigned to it a distinct course of instruction, suited to the faculties which that period naturally brings into action. So very necessary, indeed, is some plan of this sort in the business of the school, that every teacher has adopted one, though it may not be very clearly defined, nor even very consciously acted upon, and though sometimes he is tempted, and sometimes by circumstances obliged, in part, to give it up. Thus the work of the third period, or of one still later, is sometimes strikingly intruded upon the first. "Tell," says a master to a class of children six or seven years of age, "what are the two great sources of our knowledge; are they not sensation and reflection?" "The parents," says another, "when I offer geography to their young children, looking upon that as a sign that they have been educated enough, instantly take them from the school, though they are not eight years of age." Was not the teacher himself at fault in the timing of his lessons? Similar indiscretions occur on other branches, among the inferior class of schools now referred to. It is remarked, however, that the tendency of this error is always to go beyond the years of the pupil, and not to fall behind them; and that the practice of this error is the art, by which some of the most showy displays of progress in a school have been produced.

The faults of method account but in part, however, for the instances of imperfect instruction. There are other prevailing causes of the same, which are not within the teacher's control.

1. One of these is the great number of the branches taught in largely attended schools. The Form on which the state of a school is reported, comprises nine different branches as making up the elementary course; and this, without reckoning either the higher branches, half a dozen in number, or those extensions which, as before noticed, have been given of late to the original subjects, and which may almost be regarded as new subjects. The attendance at schools annually aided may be seen from the following summary:—

	No. of Schools.
Attendance under 50	31
Between 50 and 100	73
„ 100 and 150	46
Upwards of 150	28

An example taken without selection offers these particulars: the attendance is 90, the branches taught 9, the classes 24. The master rightly deems it necessary that each class should be daily under his tuition; and each accordingly has that advantage, on an average, for fifteen minutes daily, and no more. The consequence is inevitable, the school is ill-taught, though this result is mitigated in various ways: by the assistance of pupil-teachers—for this, as already said, is one of their conspicuous uses; by the mutual or monitorial method, so different in its value, according as it is well or ill managed; by reducing the number of the classes, sometimes a very doubtful remedy; or lastly, by reducing the number of the branches taught, an instance of which occurs in one of the very best conducted of these schools.

In reference to this last mode of rendering the instruction more true and solid, it is still to be remembered, that a certain variety of studies has its advantages; for this is at once a source of interest in the lesson, a needed relief in prolonged application, and a proper manner of dealing with the natural habit of the young mind:—"Ita agilis et velox, ut ne possit quidem aliquid agere unum tantum: in plura verò, non eodem die modò, sed eodem temporis momento, vim suam impendat." It is plain that a certain mean must be kept in the number of the studies; and equally plain that these are very often too many, if not for the capacity of the pupil, at least for the ability of a single teacher.

It seems probable that, as the system of educational means improves, elementary schools will come to be more and more relieved of the higher branches, which, like the special instruction already spoken of, will take their place more frequently in a distinct and superior class of schools established in each considerable town or populous neighbourhood.

2. At many schools the attendance is for a short period, and much interrupted. Examples: at St. John's Sessional School, Glasgow, so few remain after nine or ten years of age, that 1,200 have been admitted within the last four years, the attendance at any one time not exceeding 140. The Hunter Street Female School, in Paisley, intended for a population of handloom weavers, has no more than 60 pupils, though 200 have been enrolled within the last twelve months. The collier population at Stevenson sent 260 children to the parish school within a few months preceding the time at which the actual attendance was found reduced to 170. It is certain, at the same time, that no class of children are or need to be detained from school by any difficulty in meeting the ordinary demand of school wages; free admission is liberally given by every

teacher, wherever he has reason to believe that any such difficulty exists; the children of the poor relieved by the parish may have their instruction at the cost of the Parish Board; the children of the poor not so relieved are often educated at the charge of Kirk Sessions, of Charities, or of individuals. And in effect, these several modes of aid are very frequent, as may be seen from the following statement, in which, however, the numbers are very probably understated:—

Number of schools at which there are children educated at the charge of:—

Parish Boards - - - - -	43
Kirk Sessions - - - - -	34
Charities - - - - -	17
Individuals - - - - -	35

The school is not frequented from other causes; mainly from the employment of the young in work at home or elsewhere; partly, and in a less degree, from that indifference of parents to what the school offers, arising from their own ignorance of any good moral or material, which education bears along with it. In one instance the people, it is said, are so depressed in their condition, so "sunk in heart and hope," as to think that schools, though proper things for those that prosper, were never meant for them. In another, at a distant station in the Highlands, they have taken up the notion, that, if a few can read amongst them, the rest do not need to care about the matter, as they can get, upon occasion, the benefit of what the few can do in that way. Those instances are rare,—perhaps solitary. But still, the neglect of the school is, in many places, so prevailing, and the attendance so brief and fitful, that a thorough instruction of any sort becomes impossible.

3. In some parts of the Highland district the schools are under one peculiar disadvantage. The spoken language is the Gaelic, while the only language read is the English, acknowledged to be most imperfectly understood. At the same time, all the lessons, besides the one of simple reading, are given in the foreign tongue, and with what limited effect can be readily conceived. In most cases, indeed, the master is not a little careful to render the read into the spoken tongue, word for word and sentence for sentence; but the time and labour so employed operate, of course, a proportionate abatement of the progress in other matters.

Mental discipline.

Such are the aided schools of this district in the kind, the extent, and generally in the merits of the instruction they afford. May it not be assumed that, in the same degree in which the instruction has been well given, the important result is secured of that mental discipline which may be re-

garded as a possession distinct from, and in value quite superior to, the mere knowledge which attends it?

Moral training.

And may it not be further assumed that no solid knowledge of any branch, even of elementary study, can be attained without a considerable degree of moral training, inasmuch as such knowledge implies a course or habit of exertion; that is, of the exercise of such virtues as diligence and self-control, obedience and respect, where obedience and respect are due? Then, how far is this incidental moral *training* seconded in the schools by direct moral *instruction*?

Moral and religious instruction.

The moral is almost always connected with the religious instruction; it is either given as practical instruction deduced from the Bible lesson, or taking its rise from some ordinary occasion, or, from something read, not professedly of a religious description, it seeks the proper confirmation in the sacred text. This latter tendency is favoured by some of the reading lesson books in most frequent use,—the "moral pieces" which form one of their sections, generally presenting the matter in its connexion with divine truth. But apart from this, a teacher cannot well sustain a moral lesson long, until it takes the same direction; for there, it must be felt, lies the root and ground of the whole matter. "Etant émanées du ciel, les vertus remontent jusqu'à leur source." One or other, or both, of those methods it is plainly desirable to see practised in every school; and each of them has excellent examples among the schools now referred to. "In the Bible lesson," says the teacher of the Chalmers Sessional School, "I endeavour to make the children themselves draw from the passage read lessons of practical instruction." The same pious effort is remarkable in the parish teachers of East Kilbride, Caerlaverock, and Girvan, the female teachers of Creetown, Garliestown, Househill, Ardrossan, Bluevale, Kilbarchan, and others. The other method of pointing, under a religious aspect, the moral to be drawn from occasions, either actually passing or related, is not so often practised; but it is never practised unless with remarkable effect.

For the most part, the religious instruction is neither introduced nor very regularly applied, in the manner now mentioned. Neither method, it is plain, admits of being taught by rule; and it remains for masters to take it up and use it, according to their own judgment,—rather according to their own respective characters,—which, in a peculiar manner, must affect and regulate any practice of the kind. At the late Examination for Certificate, the paper on School Management contained a question as to the "incidental occasions that might be taken, during school hours, for teaching religion, and the description of the lessons that might be then given;" and

the answers which this produced, appeared symptomatic of the limited degree, in which that particular mode of instruction is followed in the schools.

The religious instruction is given daily; and as there are usually various classes in each school that receive it, it is given at various times. Exceptions occur in only two cases; in one of which the religious instruction is given only on two days of the week, occupying these days wholly and solely; in the other, it is given for half an hour daily, before the hour at which the whole school meets, and half an hour after the school has met on one day of the week. In both cases, however, the practice has been since altered; as, by inadvertence, it had not been conform to the wishes of the managers; and it now accords with the common practice of elementary schools throughout the country.

The text books are the Holy Scriptures and the Assembly's Shorter Catechism; rarely any other catechism,—more rarely any mere compilations of Scripture History or Scripture Biography. And the same modes of teaching are employed in the communication of religious as of secular knowledge. They are practised with the same occasional faults; but the faults are here much more to be regretted. To read without attention to the sense has a special impropriety when the sacred text is used for a purpose so inane; and the case is not improved, when the sense is regarded in a manner such as this. "When was the world created?"—"In the beginning."—"What was the earth without, in the beginning?"—"Without form." A teacher has the habit of digressing much from the text of the reading lesson in his explanations of what the lesson contains: the same habit follows him in the Bible lesson; and then, it may be, such things are touched upon and taught as have the least imaginable connexion with the subject of religious knowledge. Another, who does not adapt his lessons to the age or progress of the pupil, interrogates his young ones upon the hardest points of doctrine. "What are the moving,—what the meritorious,—and what the instrumental causes of justification?" In such cases, the faulty method has its usual ill effects; but these are aggravated by occurring upon matters which, to the impressible mind of youth, should ever be presented in the aptest, the most correct, and most reverent manner. On the other hand, the religious instruction has all the benefit of the best methods wherever these are used in the secular branches: it is progressive, graduated, and thorough. "Having procured," says the teacher at Springburn, "a chart of Scripture history, in which the grand epochs are distinctly laid down, I soon succeeded in impressing these on the memory. Having thus made sure of (as it were) the milestones in their way,

their curiosity was excited (with very little effort on my part) to know the turnings and windings, which ever and anon appear to mark out, from milestone to milestone, 'the way of God to men.' I then marked off, in daily portions, those parts of Scripture which continued the narrative unbroken and without any extraneous matter, and after a minute examination, and going over the story in each lesson in my own words, I required them to recite the incidents in their own language. They were thus taught day by day to fill up the outlines they had previously acquired, and no small interest was excited and delight manifested in seeing what had hitherto been a wilderness of parts, assume the appearance of a well-known field, hedged in by distinct boundaries and mapped into distinct divisions." In St. Matthew's Sessional school, a single question of the shorter catechism gives the subject-matter, each day, for the whole lengthened lesson in religion. At Cardross, a certain portion of Scripture chosen by the minister and teacher occupies the school throughout the whole winter or the summer season; and when that portion of reading is finished, an examination lasting several days takes place upon it in writing. The effect of this deliberate, well-regulated progress, is always apparent; it is described in nearly the same terms by the teachers at Girvan Blair Ironworks, and Chalmers Street, Glasgow. "There is no part of the religious instruction," they say, "which the children do not enjoy, quite as much as they enjoy the always enlivening lessons in geography."

It is true that the result of all this may be a mere knowledge of Scripture history and of Scripture truths. But if it be only so much, the gain is still great; for it may be hoped that more will follow, tending to form the character as well as to inform the understanding, "how lightly soever some men may speak of notions, yet so long as the soul governs the body, men's notions must influence their actions more or less."

This final object of all the instruction, both secular and sacred, is directly aimed at by some teachers, in the very manner in which their religious instruction is conducted. The tone in which the lesson is given, taken and returned, is then not unbecoming; it distinctly differs from that which is assumed when matters of another nature are its subject. It must be allowed, however, that in many cases, this difference of tone is not so well observed, and that school management often admits of some change in this respect.

On the whole, there is no part of their duty in which the teachers evince more diligence, and a deeper sense of responsibility; none in which they operate with more success, than in their efforts to impart religious truths to all their pupils—

generally to all, for the very youngest are the objects of some care in this respect. It was before observed, that in certain parts of the Highland district, all the knowledge of the English tongue possessed by pupils well advanced, has been obtained at school; there is reason to believe that, at many stations, Lowland as well as Highland, all the religious knowledge possessed by many of the pupils has been, in like manner, obtained at school, and there alone, though this would seem almost as proper to be had in families, as the mother tongue itself.

It is remarkable, on the whole, how many of these schools may be mentioned, as they have been, in terms of commendation; and yet little else could be expected from the advantages they enjoy. Suitable accommodation, sufficient apparatus, competent masters, a certain amount of assured support for the school, are all conditioned by the terms of annual aid. At the same time, the annual aid is either secured by a local subscription for the school, which excites a local interest in it, and requires, in return, a measure of clear and acknowledged desert; or when the annual aid takes the form of apprenticeship, the same stimulating local interest in the schools results, simply because that aid is public. These advantages the schools derive from the countenance and assistance given by your Lordships; but there are other advantages besides, which they enjoy in common with other schools; among these, the occasional endowments by private benefaction (amounting over all Scotland to 33,587*l.* per annum*), the liberality of patrons, the active offices of managing committees, County Associations for the encouragement of education by distribution of prizes, or grants of aid to the schoolmaster, Schoolmasters' Associations for mutual improvement, and, above all, the superintendence of the Church by its ministers and presbyteries.

It need scarcely be remarked, however, that the state of education throughout the district is by no means represented by its merits in the aided schools; the inferiority of many may be presumed, if from nothing more, from this,—the great number of the schools in each of these counties that are not so aided, and the great number of the same that are worse supported, unprotected, and less public in their constitution; of which sort are the schools that subsist on the teachers' own adventure, forming nearly a fourth part of all the schools of the district. The Adventure schools may be described generally as follows:—They are unsupported by salary. Sometimes they have the free use of a school-room: more commonly, the

* Report of General Assembly's Education Committee; 1854.

school-room is rented by the teacher. They are as well attended as most other schools. The master's qualifications have not been tried or certified in any manner. There is no local management of the school: no local superintendence—unless, in so far as this is implied in the invited or received yearly visit of the Presbytery of the bounds. Many of these schools are ill-fitted for the instruction even of the humblest of those who are dependent upon them for any instruction at all; and the reason is, that they are in poor localities, and self-supporting.

None of the inspected schools more sensibly profit by the public aid than those, which, as self-supporting, have not been required to implement the usual condition of voluntary subscription. This privilege they owe to the recognized fact that any possible subscription has been rendered in the form of school fee. For the same reason, many of the Adventure schools to which allusion is now made seem to offer a fair claim to be dealt with in the same exceptional manner.

I have the honor to be, &c.

JOHN GORDON.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY J. GORDON, ESQ.

SUMMARY *a*.

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
178	14	31	5	142	21,263	18,570	17,071	102	189

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
0·48	2·51	6·87	10·39	12·22	13·85	13·74	12·64	9·64	7·4	5·52	4·74

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
34·34	23·3	16·04	11·82	7·8	6·7

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of Schools enumerated in Summary *a*.					Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
2,638 5 8	4,547 0 7½	8,518 11 4	2,847 1 7½	18,550 19 2½	19 11½

Aggregate *Annual Expenditure*, as stated by Managers, of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
14,273 15 9½	284 10 7½	3,973 18 8½	18,532 5 1½	19 11½	18,570

* At the date of closing these Summaries. † Exclusive of Government grants.

Summary *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	97 3 5	78	48
	Uncertificated	81 7 4	75	42
Schoolmistresses	Certificated	55 2 5	23	16
	Uncertificated	38 0 0	19	6
Infants' Schoolmistresses	Certificated	42 0 0	1	—
	Uncertificated	39 7 6	2	1

Summary *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
151	15,150	10·95	36·84	33·12	9·36	9·73

GENERAL REPORT, *for the Year* 1854, *on the Schools in* SCOTLAND, not *connected with the* ESTABLISHED CHURCH, *inspected by Her Majesty's Inspector of Schools,* JAMES CUMMING, Esq., LL.D., *and by Her Majesty's Assistant Inspector of Schools,* CHARLES E. WILSON, Esq., M.A.

MY LORDS, January 1856.

THE year to which the present report relates, though characterized on the whole by progress, presents few features in the school-system under my inspection, to distinguish it from those that are past. The number of schools actually inspected by my colleague and myself has been somewhat greater, the number of certificated teachers, as I anticipated in my last report, is considerably enlarged. I do not think that any subject can be mentioned in respect of which the schools in general can be said to have declined, while in regard to some there has been an improvement; not so much that the standard has been elevated over all the schools, as that the average standard has been approached or reached by some that were below it. Indeed the danger at present seems to be, that a moderate standard may appear now to be fixed, and that the teachers may rest satisfied with having attained it.

Obstruction to school-building.

The range of my official duties has not been much extended by the erection of new schools. The present circumstances of Scotland have given a check to the progress of school building. I refer, of course, to the movements which have been made in Parliament towards the extension of education in this country, and the establishment of a national system, on a broader basis than exists at present. This is not the place to discuss the merits of any plan of education, which has been under the consideration of the Legislature. I only allude to these movements as tending in the meantime to obstruct the erection of new school-houses, in connexion with the Committee of Council. This result is produced in two ways. In the first place, many of those by whom the schools which I inspect have been erected, have always avowed their preference of a national to a denominational system of education, and if they had some assurance that a sound and Christian education would be imparted by a national system, they would prefer that the schools should not be exclusively attached either to their own or to any other denomination. With the parties to whom I refer, the present system has been a matter of necessity rather than of choice. When they saw multitudes of the parochial teachers expelled from their charges, without any impeachment

either of their professional qualifications or of their moral and religious character, or soundness in the faith, but simply for their adherence to principles which they themselves had always held sacred, they naturally resolved to stand by them, and these formed the nucleus of a system of schools which have gradually spread over the country, and for which, when in circumstances to apply for the aid of the Committee of Council, that aid was sought and obtained. But when there is a prospect of a system which shall provide education for the people generally, without offence to their religious feelings, they think it unnecessary to incur expense for an object which belongs more properly to the public in general.

In the second place, even those who prefer a strictly denominational system, and who conceive that schools are most likely to be beneficial, when maintained under the superintendence of the Church, have their exertions paralysed by the uncertainty of the way in which the schools which they might erect are likely to be affected by the establishment of a new system. When it has been ascertained that a new school is required in a particular locality, and that a congregation could find means, with the aid of Government, of erecting and maintaining it, the questions arise whether the aid of government can be expected to be continued to it, after a national system has been established, and whether even the support of the members of the Church can be expected when the national provision has rendered the school less necessary.

In these circumstances, one can scarcely help wishing either that a national system of education were carried speedily, or that it were at once and finally abandoned.

During the past year, I have inspected 156 institutions, comprehending 186 schools, and having 15,976 pupils present on the days of inspection; and my colleague Mr. Wilson has inspected 158 institutions, or 195 schools, in which he found 15,086 pupils.

This gives an apparent amount of 314 institutions, and 381 schools; but, as four schools, which should have been inspected in the preceding year, were deferred till the beginning of the present, and thus were twice inspected within the twelve months, the actual number of distinct institutions which have been visited is only 310, embracing 376 schools.

In these schools the number of certificated teachers is stated at 259. The number is greater than last year by 34; and as the number of schools inspected is also greater by 37, it seems to follow that the additional inspection has been occasioned chiefly by the admission of new certificated teachers.

In ascertaining the statistics of the various schools, I have had still much occasion to impress on the managers of schools

the necessity of registers which should be their own property. In most of the schools the records are better kept than formerly. But still they are in that form which indicates that they are, for the most part provided by the teacher for his own use. Managers have generally, however, acknowledged, when their attention has been called to the subject, the importance of registers, from which they might be enabled to discover the state of the school in former years, to trace its progress or decline, to mark the different features by which it may have been characterized at different periods, and to discover the results which may have arisen from the subsequent history of the pupils it has sent forth.

These registers, though kept by the master, should be regarded as the property of the school, and should be bound in such a style as to give them a permanent utility and value.

General instruction.

In regard to modes of instruction, the remarks made in former reports are still generally applicable. There is still in many schools the same monotonous style of reading, and the same limited instruction in grammar and geography, traceable not so much to the practice of exacting separate fees, as to the reluctance of the parents to incur the expense of the books which are required. In the latter case, some misapprehension and want of spirit must, I think, be also imputed to the teacher. There is the erroneous idea that grammar can only be learned by committing to memory the formal doctrines and rules of a treatise on the subject, and there is the backwardness to give oral instruction, and to impress it on the mind by frequent and lively examination. When the grammar is considered as a necessary accompaniment of the reading lesson, and gradually adapted to the progress of the pupil, it may be made interesting from the first, and may even make the treatise interesting afterwards. But when the teacher is a mere hearer of lessons, it is wonderful what exploded practices come up like weeds in a neglected garden. I was surprised to find, in some schools in the north, a class of children taught to go through an easy narrative, each pupil reading one line, without regard to points, sentences, or sense. It might have been expected that the principle would, by this time, be universally acted on, that from the time when the child could read monosyllables and short sentences, the words should be suggestive of ideas. But nothing could be more manifestly inconsistent with such a principle than the fact, that when a whole class had read a narrative, no single child had expressed an intelligible idea.

Of course this is not to be considered as descriptive of the schools generally, or even of a large proportion of them. Indeed, the defects of the old routine strike the mind more

forcibly from having to witness not unfrequently the life which accompanies the instructions of more energetic masters. I have in some schools been gratified to observe the extent of geographical knowledge possessed by the oldest scholars. But in these a lesson in geography was given to almost the youngest class, and the eyes of the children were made familiar with maps and illustrations. And in general, in whatever subject a teacher feels a lively interest he will scarcely fail, if he be possessed of ordinary powers of communication and of a kindly disposition, to make it interesting to his pupils. If he has a feeling of the beautiful in poetry, he will naturally lead his scholars to perceive the difference between his own expressive intonations and their monotonous drawl. If he be familiar with history, he will invest with entertaining matter the meagre outline which must almost unavoidably be the substance of the text book. And whatever accession he makes to his own stores of information will find its way to the minds of his pupils in so far as their age permits them to receive it.

Religious instruction.

If this be true in general, it is in a special degree applicable to the most important of all kinds of knowledge. I do not mean that a truly religious teacher will convey the feeling of religion to his pupils with as much certainty as one well versed in science could convey scientific knowledge. But one can scarcely imagine religious knowledge to be conveyed unless the teacher himself feels a real interest both in his pupils and in the subject. In all the schools which I visit, instruction is given in the Scriptures and in the catechism; and from what I have witnessed, I am bound to say that much benefit arises in this respect from the superintendence of the clergy. On this point my later experience has led to conclusions somewhat different from what I expressed in my first report (1851, p. 731). But when Scriptural knowledge is spoken of, very different ideas may be connected with the phrase. It may imply only an acquaintance with the chronology and genealogies of the Bible. I have heard, in an ably conducted school, the lists of the kings of Judah and Israel, with the number of years in the reign of each, given with great fluency, and I doubt not with great accuracy, though I could not judge of this on the spot. When the Bible is taught in this way, the catechism may be expected also to be learned, correctly, perhaps, but by rote, and with little intelligence. I would not disparage any knowledge of this kind if it be genuine, and not exclusive of more practical information. But it cannot be expected to have a very salutary influence; and the effect may be the reverse of salutary, if religious truths are addressed simply to the memory and the intellect, without being brought to bear on the affections and the conscience

And even when something better than names and dates are given, there has appeared to me a danger of directing the examination too much in the channel of technical theology. I write on this subject with great diffidence. But it has seemed to me as if questions were sometimes put which the most intimate acquaintance with the Bible would not enable a youth to answer; questions on subjects which it may be very important for theologians to know, but which can only be studied in books of theology. The Scriptures themselves seem to be peculiarly adapted to convey religious instruction to the young; and I know not when the office of the teacher becomes so truly honourable as when he is enabled, with professional skill and with Christian affection, to unfold the truths of Scripture to the minds of his pupils, and to impress those truths on their hearts.

My most interesting examinations on religious subjects have been those of the pupil-teachers; and it would be wrong were I not to acknowledge the kindness with which the clergy have co-operated with me in these examinations. While they have cheerfully taken a part in the work, they have given me every facility for satisfying myself in regard to the attainments of the pupil-teachers. The result of these examinations is a pleasing assurance that there is every prospect of teachers, well instructed in religious truth, being provided for the supply of our elementary schools. In regard to the pupil-teachers generally, I continue to entertain the same favourable expectations which I have formerly expressed on the advantages likely to be derived from their training to the cause of education.

The same anxieties also arise regarding the falling off of many of them from the profession of the schoolmaster. The question has presented itself latterly in a new form. When it is not distinctly stated that it is the intention of the candidate or of his friends that he should follow the calling of a teacher, the apprenticeship can be prevented. But when an apprentice, after two or three years' trial, states that his views have changed, and that he is only waiting the conclusion of his apprenticeship to betake himself to a different occupation, the question arises, What benefit flows from obliging him to fulfil his engagement? The case occurred recently of a pupil-teacher requesting to be taken on trial for a year in advance, avowedly with the view of hastening the termination of his apprenticeship, that he might enter on a different kind of occupation. The request was refused, and the engagement will probably go on in the regular way, but at the expense to the national funds of at least one year's stipend. It may be worthy of consideration whether, in such

a case, the value of the pupil-teacher *as an assistant* is worth the expense, and whether the engagement might not be terminated by mutual consent.

Some progress has been made in drawing among the apprentices, and a few prizes have been received. The matter is too small to be entitled to more particular notice, but there is good reason to believe that next year's report will have to announce a considerable advancement.

In a country like Scotland where a national system of education has been long established, it may be worth inquiring how far that which has been established under the auspices of the Committee of Council, and which has been previously intended for a different state of matters, has improved on the previously existing system, and whether it has in any respect fallen short of it. I do not refer to improvement in details and in methods of education which might be adopted without altering the general features of the system. But in the administration of the present system, as a whole, there are some points which have been brought practically into view, and which it may be desirable to notice.

Under the Minutes of Council, the calling of the schoolmaster has become more properly a *profession*. Formerly the parochial schoolmaster might be picked up wherever he could be found, and provided the presbytery by private examination found him qualified to teach the branches required to be taught in the particular parish, his previous occupation or training was of no consequence. In many instances he was a student, and was permitted to leave the school for months in order to prosecute his studies at college. In others he was a probationer, and engaged occasionally in preaching, as well as in the duties of the school; and the choice of a teacher lay between one who was thus educated for a higher profession, and who had its honours in prospect, and one who was trained to no literary profession whatever. The institution of normal schools modified this state of matters by creating and presenting to the public a class which had teaching in view as a profession; and the Minutes of Council, by restricting augmentations to those who had submitted to examination, and had obtained certificates of merit, and by the provisions which they made for the training of candidates, have given that class a more distinct and visible standing.

Absent teacher

The question has arisen, whether under those Minutes the certificated schoolmaster may devolve his charge for a time on a substitute, that he may continue his own studies at college. I had occasion, in consequence of an application from a teacher to that effect, to put the question to the Committee of Council, and was informed that "augmentation

would not be allowed in this case, any more than if the teacher were absent from other reasons. If the teacher so absenting himself from his duties," it was added, "should have pupil-teachers, my Lords would probably refuse to allow him to resume the charge of them, unless his place were filled by a certificated substitute."

The importance of this regulation may be illustrated by the following quotation from the valuable report lately published by the trustees of the Dick bequest.

"Another and frequent danger, which has occupied the attention of the trustees, has its source in the occasional absence of a schoolmaster, while prosecuting his own studies at a university, the charge of the school being committed, during the session of college, to a temporary substitute. In some instances the teacher's only object in attending college is improvement in the attainments required by his calling. But in general the purpose is the prosecution of literary and theological study, in preparation for the functions of preacher and minister of the Gospel; and the question is thus raised, whether it is expedient that the office of schoolmaster should be held by those engaged in educating themselves for the Church."—Report, 1854, p. 102.

After stating the arguments on both sides of this question, the parties proceed to state that,—

"They considered themselves bound to look to the matter in so far as calculated to inflict distinct injury upon the school; and, while not altogether discouraging absence at college, to mark it in such a way as should give the teacher a sense of the hazard to which his school was thus exposed. It was with this view that at an early period the rule was adopted, that the allowance to any schoolmaster absent from duty, while attending college, and for any other cause not involving physical disability, should suffer abatement in proportion to the period of absence. The attention of the trustees was afterwards called to an aggravated degree of the evil, where the schoolmaster was absent two winters in succession; and it was resolved, on 30th December 1851, that where a teacher was absent two or more winters in succession, his forfeiture should not be limited to the period of absence, but he should, for every winter's absence after the first, forfeit his allowance for the whole year."—Report, 1854, pp. 105–107.

These extracts may suffice to show the nature of the danger to be avoided. The extent of it may be conjectured from the statement made in the same volume (p. 113), "that of 88 schoolmasters appointed since 1843," (I suppose within the range of the Dick bequest,) "69 are licentiates of the Church, or studying to obtain licence."

I understand, therefore, that under the administration of the Minutes of Council, the schoolmaster is not held to be justified in leaving the care of his school to a substitute that he may carry forward his studies at the university, either for the purpose of self-improvement, or with ulterior views to another profession.

But I would with great deference submit for consideration whether the same penalties should be exacted when a teacher

is laid aside by temporary illness, and a competent substitute is provided. I confess that it seemed a hardship when a schoolmistress, who had been enjoined by her medical adviser to give up teaching for three months, and who at her own expense provided another certificated teacher to take her place, forfeited her augmentation for the period.

The only other point to which I would at present refer, in looking back to our national system, is the provision which it made or proposed to make for schools of a higher order in particular parts of the country, not for the benefit of the wealthier classes, but for the elevation of those in the humbler ranks who showed some natural aptitude for learning. I shall have occasion, however, to recur to these under a different head.

Normal schools.

In my last report, I referred to the loss which the normal school in Edinburgh was suffering from the illness of Mr. Fulton, its rector. That illness soon after terminated fatally. It was impossible for me or any one who knew him, to hear of the event without lively emotion. The earnestness and judgment which he had shown in the discharge of his official duties, had made our intercourse agreeable and easy, and his unaffected kindness and Christian worth made the remembrance of him very pleasant. In filling his place, the directors of the institution, I have every reason to believe, have been fortunate in securing the services of a gentleman who will maintain the efficiency and character of the school. Mr. Sime had the honour of being selected by Professor Forbes to conduct in his own absence the class of Natural Philosophy in the University of Edinburgh, and the success with which he discharged the duties of the professorship to that large and important class, gave assurance that when he accepted the situation of rector in the normal school, the functions of that office would be ably performed. I have not inspected the school since his appointment, but some occasional visits which I have had the opportunity of making encourage the most favourable expectations of his success.

Graduated instruction of students.

The Normal seminaries in Edinburgh and in Glasgow continue in great activity, both in the training and practising departments. The system of graduated instruction is in full operation. The gentlemen who have been recognized as lecturers are, I understand, prosecuting their labours. In considering the class-list of the students who were presented to be examined for certificates of merit, it is not easy to constitute a comparison between the result of this and of preceding years, as the classification is made on a different principle. But a table somewhat similar to that which I have attached to former reports, may show with what success the instruction

of the students has been conducted, and may be useful for the purpose of comparison with future sessions. In Edinburgh and in Glasgow, the students, male and female, are distinguished as being of the first or of the second year, and in each year as being of the first, second, or third class. The table will show the number of candidates, and the number who have been placed in each class.

STUDENTS.

	Candidates.	Class 1.	Class 2.	Class 3.	Total, classified.
In Edinburgh:					
Males, 2nd year	20	3	8	7	18
„ 1st year	34	8	15	11	34
Females, 2nd year	8	1	2	5	8
„ 1st year	33	5	12	7	24
	95	17	37	30	84
In Glasgow:					
Males, 2nd year	8	–	1	3	4
„ 1st year	35	3	12	12	27
Females, 2nd year	10	5	–	–	5
„ 1st year	20	2	7	6	15
	73	10	20	21	51
Totals	168	27	57	51	135

TEACHERS.

Male	20	2	6	6	14
Female	5	–	–	4	4

Indirect results.

While the graduated instruction now provided in our training schools is thus producing a highly educated class of teachers, there is another effect naturally consequent upon this, which must not on public grounds be overlooked. The demand for teachers in the junior and middle departments of our higher class schools is in the way of being met with a supply such as has not hitherto been afforded. The student who has taken a first or second rank at the end of his second year, after being practically trained as a teacher, is likely to be a valuable acquisition in a school, which in social rank is much above those contemplated in the Minutes of Council, and in fact, there are decided symptoms of a current in that direction. The services of these students will not be lost to the country, nor to the education of the country; but they may be to a great extent withdrawn from schools designed for the children of the labouring classes. And yet it may be matter of consideration whether the provision made for them may not be compensated by the services of those who remain to be connected with such schools. In Scotland the thought will further occur, whether their services might not be made available in schools such as have been for centuries contemplated, and *partially* realized, in which the children of the humbler class,

if endowed with talents above their rank, might acquire the learning by which they might rise to a higher position in society. It is not surely necessary that schools for the children of the poor should be expressly fitted to keep them poor. It is not necessary that they should be generically distinct from those of a class immediately higher; and if teachers with high qualifications are trained and sent forth, it seems not improper to encourage them to devote their talents to the benefit of those for whose improvement the public funds have been applied to purposes of education.

I have the honor to be, &c.

JAMES CUMMING.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY J. CUMMING, ESQ., LL.D., AND C. E. WILSON, ESQ., M.A.

SUMMARY *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, Institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
314	19	44	28	290	41,382	33,015	30,254	259	590

Per-centage of Children on *School Registers*

Aged										
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
1·16	3·71	7·5	10·88	11·49	12·97	13·16	12·27	9·63	7·8	4·73	4·7

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
35·02	22·73	16·43	11·49	7·85	6·48

SUMMARY *b*.

Aggregate *Annual Income*, as stated by Managers, of 303† of Schools enumerated in Summary *a*.					Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
375 5 0	6,336 1 4	15,785 0 0	3,777 0 5	26,273 17 4	16 0

Aggregate *Annual Expenditure*, as stated by Managers, of 303† of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
22,984 8 4	450 1 2	3,213 12 11	26,648 2 5	16 2¼	32,841

* At the date of closing these Summaries.

† The number of Schools inspected during the year was 314; but from 11 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

Summary *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	90 8 5	208	122
	Uncertificated	70 18 7	86	50
Schoolmistresses	Certificated	51 17 4	36	16
	Uncertificated	27 0 0	31	4
Infants' Schoolmistresses	Certificated	47 19 2	15	3
	Uncertificated	18 13 1	12	3

Summary *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
249	29,750	14·82	38·26	26·44	8·28	12·2

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools, the* Rev. THOMAS WILKINSON, M.A., &c., *on the* EPISCOPAL CHURCH SCHOOLS *inspected by him in* SCOTLAND.

MY LORDS,

I HAVE the honor to present my annual Report for the year ending 31st August 1855. This report resolves itself into two heads, comprising an account of,—

I.—1. The state,—2, the prospects,—of *normal instruction* in connexion with the Episcopal schools in Scotland.

II.—The condition of *elementary instruction.*

Special preliminary report, No. 1.

In obedience to your Lordships' instructions, received on the 18th January 1855, I prepared a special report on the Episcopal Training Institution, at St. Andrew's Hall, Edinburgh. That report included,

1. A detailed account of the premises.
2. The time-table and course of study.
3. The results actually realized.
4. The sufficiency of the Institution for its purposes.
5. Possible improvements.

Your Lordships, after a consideration of this report, and of letters from the committee of the training institution, directed the preparation of a second Report, bearing on the more general question of the expediency of establishing a separate *normal system* of instruction for Episcopal schools in Scotland, and permitted me to confer with gentlemen on whose opinion, from their position and experience, your Lordships might safely rely, and which to myself, in a question somewhat difficult and delicate, was extremely valuable. It is unnecessary to

Special preliminary report, No. 2.

detail the particulars of this second special report, and of the correspondence consequent on it. The result was that your Lordships did me the honour to give effect to my recommendation, and to agree that for such students from the training institution at St. Andrew's Hall, Edinburgh, as shall have resided the requisite periods, and passed the requisite examinations before Her Majesty's Inspector, in *June* 1855, *June* 1856, and *June* 1857, grants shall be allowed to the treasurer of the college, according to sections 11 and 12 in the Minute dated 20th August 1853; it being understood (1) that *Queen's Scholarships* are not to be offered in the present premises, and (2), that the grants now offered are *limited to the year* 1857 by which time, and thenceforth, there will be be a considerable and increasing number of pupil-teachers completing their apprenticeships in Scottish Episcopal schools, and for them better accommodation must be provided in the meantime.

The institution being thus admitted to a participation of conditional grants of aid, the college and its arrangements were, in compliance with your Lordships' directions, inspected by me in July last, and the students examined. The details and results of that inspection and examination are now respectfully submitted to your Lordships' consideration.

Report of Training Institution, at St. Andrew's Hall, Edinburgh.

It is unnecessary to trouble your Lordships with a detailed account of the premises, such having been given in my first special report. It is satisfactory to me again to bear testimony to the present suitable condition of the buildings, and to the cleanliness, regularity, and order of the general arrangements.

Premises, &c.

Object of Institution

The object of the institution is to train masters for the Episcopal Church schools of Scotland. It is governed by a committee of superintendence, consisting of three clergymen and two laymen, appointed by the Church Society, the Bishop of Edinburgh being visitor.

Government.

Officers.

The present officers of the institution are,—

Rev. John Hunter, Principal.
Rev. J. B. M'Gachen, Chaplain.
Mr. Leach, Vice-Principal.

Qualification for admission.

Applicants for admission are required to produce certificates of age, situation in life, family and connexions, previous education, general health, religious persuasion of parents; and each undergoes a tolerably searching examination in the Bible and Book of Common Prayer, sacred history and geography, reading, writing, spelling, grammar, and arithmetic; if approved, he is admitted, on paying quarterly, in advance, towards the funds of the institution, at the rate of 10*l.* per annum, for which he is to be boarded, and every expense defrayed, except those for clothing and washing.

Payments.

Subjects of Instruction.

The subjects of instruction are the doctrines of the Bible as expounded by the Church of England, general church history, history of English church and liturgy, etymology, English grammar, commercial arithmetic, English history, arithmetic, algebra, geometry, mechanics, land-surveying.

Routine of work.

The daily work of the place consists of study under the Rev. Principal and the Vice-Principal in the above-named branches, varied by lessons in the art of teaching in the model schools attached to the institution.

Discipline.

The students reside under collegiate rule, in subjection to regular discipline, and habits of order and good manners are carefully inculcated.

I have appended to this Report copies of the existing "time-table," and of the "regulations" of the college.

Examination of Students.

In my examination of those students, who from residence were ineligible as candidates for certificates of merit, I was assisted by the Rev. Principal, and in every case we limited

our examination to the subjects which those students themselves will be required to teach when they become masters of elementary schools.

Religious knowledge. In religious knowledge, the attainments were generally of a satisfactory character; the answers sound and good.

Reading and grammar. Each student read to us a passage from Milton, and was required to parse a portion it; the result being on the whole satisfactory.

Geography and history. Almost all were fairly acquainted with the outlines of geography and general history.

Arithmetic and algebra. In arithmetic and algebra fair intelligence was shown.

Latin. Latin was attempted by four, and by two of them was fairly understood.

Skill in teaching. A few of the candidates gave evidence of skill in communicating knowledge, and keeping up the attention of a class. This exercise was given in the model schools, which are very effective, and reflect great credit on the managers and teachers.

Model schools.

Efficiency of the institution. I beg to state my conviction, that this institution, so far as it possesses the opportunity, is fulfilling the great purpose for which it was called into existence, that of forming good schoolmasters, able not merely to teach, but to guide and control the children committed to their charge, and as well by example as by precept, to influence them permanently for good. The result of the examinations has convinced me, that both the religious and secular branches of education are intelligently handled by the teachers, and rightly received by the pupils. I have observed with pleasure the behaviour of the young men to be respectful, yet cheerful, towards those placed in authority over them, and frank and kind towards each other; and I hear, from various quarters, of the good conduct, if not the high attainments, of those who have gone out from this training school into the world, and have taken upon them the duties of their profession. Many of these young men hold certificates of merit, and I may here take occasion to record that to seven out of eleven resident and former students of this institution, who in June last were candidates for certificates of merit, your Lordships awarded the honour of a place in the class list, to one a distinguished position.

I cannot conclude this part of my Report without bearing testimony to the great judgment and ability which the Rev. Principal brings to his varied duties. Under the supervision and tuition of Mr. Hunter, whose former experience and personal qualifications are so well known and appreciated, it is impossible not to entertain sanguine hopes of success to the college over which he so ably presides. To this gentleman I have to offer my best thanks for much kindness and

valuable assistance afforded to me during the anxious and laborious period of these examinations.

The Condition of Elementary Instruction.

Elementary schools.

The number of Episcopal schools inspected during the past year is 104; in these schools there are 53 certificated teachers and 107 pupil-teachers. The following tabular statement will exhibit the steady increase that has taken place in the numbers of each during the last three years:—

	Number of Schools.	Certificated Teachers.	Pupil-Teachers.
1853	76	7	30
1854	95	26	73
1855	104	53	107

Schools generally working well.

In regard to the practical working of these schools, it will be seen from the tabulated reports, now printed in a detached form, and forwarded to the managers of each school under inspection, that I have in a great majority of cases felt justified in making a favourable report. There are few schools in which my successive visits have not brought to light some marked improvement in one or more branches of instruction; and there is no subject ordinarily taught in elementary schools, which is not on the way to be better taught than heretofore.

Bible knowledge.

Perhaps in no department, and this statement is made with great satisfaction, is the improvement more general or more striking than in the knowledge of the Bible. Almost universally the strength lies in the Scriptural department, and the Bible lesson is the thing best done in the school. A separate and peculiar character is now, in almost every school, given to the Scripture lesson, and is fast superseding the highly objectionable practice, happily now of rare occurrence, of using the Bible as an ordinary lesson book or vocabulary.

Reading.

Generally the reading is improved, though there still remains too much occasion to notice defects. Teachers should make arrangements that every child shall have at least four reading lessons a day.

Arithmetic.

In arithmetic a decided improvement is evidently going on. Numeration has received more attention, the various rules have been more thoroughly explained, and the children in all the best schools are taught not only to perform certain operations with figures, but also to apply those operations to the solution of practical questions.

Penmanship and other subjects.

Penmanship is receiving its due share of attention, and it is gratifying to find that the weak and ungraceful angular style of writing, commonly called "pointed hand," and heretofore so common in girls' schools, is rapidly disappearing. Grammar, geography, and history are taught in all the boys' schools, and

generally in the girls' schools, in which pupil-teachers have been apprenticed, the results on the whole being satisfactory.

Drawing and music.

Ordinary drawing is practised in very few schools; and as yet there is no locality in which the children can have the benefit of teachers sent out by, or acting in connexion with, the Department of Science and Art. The pupil-teachers of several schools have executed drawings in my presence, with a view to obtain prizes uner the Minute of 26th January 1854; but I have not received any information as to the results of their attempts. Singing is almost universally popular, and in not a few good schools there are classes for learning music from notes.

Importance of reading, writing, and arithmetic.

Whilst the subjects of instruction in elementary schools are daily becoming more numerous, I have found it necessary to attach increased weight to those primary elements of instruction, reading, writing, and arithmetic. If a boy can read, write, and cipher with facility when he leaves school, it is in his power to carry forward his own education; if he has not secured these attainments, he can hardly gain additional information, either from books or correspondence. In such a case it is of little consequence that he has had lessons on geography, or grammar, or history. In knowledge there is no standing still, and he who cannot add to his store is destined, at no distant time, to lose his original acquirements. We see how soon school instruction is lost, by considering what happens to crowds of children on leaving our primary schools. They are taken away while yet in one of the lower classes, while reading is still a disagreeable task; the work of self-education has not been commenced; they never voluntarily open a book again, and in a very short time they have lost every trace of their school training. Glasgow, Greenock, Paisley, Dundee, and other places, supply abundant examples in proof of this statement. The children, of both sexes, after passing through the infant and juvenile schools, are taken away at ten, or even nine, years of age, on condition that they shall attend night schools for an hour every evening. These night schools, however, though kept open throughout the year, and efficiently conducted, are found to fail to keep up the attainments of many who attend them. In the absence of any practicable remedy for such a serious evil, I can only press on teachers the importance of bestowing upon the junior classes their full share of attention, and of losing no time in perfecting each child under their care in those essential elements of education which must be the groundwork of all subsequent self-improvement.

Pupil-teachers.

I have again to report favourably of the behaviour and attainments of the pupil-teachers. I can call to mind no

single instance in which qualified or unfavourable certificates of their conduct have been given by the managers of these schools. It has been to me a subject of gratification to find so many of them steadily and successfully pursuing the course of duty and of study marked out for them by your Lordships' minutes. As a means of increasing the efficiency of elementary schools, of extending the instruction given, and at the same time rendering it more perfect, and bringing it more home to individual children, the pupil-teacher system has already been eminently successful; and there is no reason to doubt that it will render equally good service in its remoter but not less important consequences, by raising up a constant supply of well-qualified candidates for the office of teacher.

It is in a great measure owing to our training institutions, with their increasing supply of certificated teachers, that the system is thus steadily extending itself; at the same time I must not omit to mention that there are many of our Episcopal school teachers who, without any training, have made the most praiseworthy exertions to keep pace with the advance in education, and have consequently raised their schools to a state of proficiency which is highly satisfactory, and have themselves obtained their certificates, and are now carrying their pupils through their course of apprenticeship. On the other hand, those teachers who, either through inability or want of energy, have failed to move forward in the work of education, are plainly showing, by the inferior state of their schools, that they are wholly unequal to hold their position as instructors of the children of the poor.

Untrained teachers.

And here I would beg to draw the especial attention of school managers to the necessity of the immediate abolition of a reprehensible practice which has been adopted by some teachers, of giving their apprentices the required extra instruction, or a portion of it, between the morning and afternoon schools, and that, in almost every instance, in the school-room, in a vitiated atmosphere, to purify which every window available for the purpose should be opened as soon as the children have left. The best time, undoubtedly, for these lessons is before school in the morning, either before or after breakfast; and this might be done during the whole of the year, the morning school hours, in a great majority of cases, commencing at half-past nine, and in some instances at ten. Habits of early rising would thus be formed, and the practice could not but be conducive to the health of both parties.

Extra instruction to apprentices.

With regard to the organization and methods usually adopted, it is difficult, on many accounts, to define their peculiarities, I have thought it better, as a general rule, to describe them, in the tables, by some term implying satisfactory, or the contrary.

Organization, methods, &c.

Oral instruction is becoming much more general, for some studies almost universal, *e. g.*, for grammar and geography ; and certainly the effect of it, with a careful, intelligent teacher, is very good. The system of collective teaching, too, has been far more attended to during the past year. Groups of parallel desks and galleries have been largely introduced and with very good effect. The black-board also is assuming its proper place. Much additional pains also is taken with the discipline of the children, kindness taking the place of severity, the calm command superseding the harsh angry tone. In many schools I observed with much pleasure the general movements of the children, their entrance into school, their change from one work to another in their various classes, their departure out of the school-room, all being done with great precision and care.

Discipline, &c.

School buildings.

With regard to school buildings, I have this year very little to state. Year by year their style and general arrangements present undoubted marks of improvement, and in my various tours of inspection, their increasing numbers tell us silently, yet surely, that the great work is progressing, whilst the improvement of the children, religious, moral, and intellectual, bids us hope that the blessing of God is resting upon it. There are certain schools in different parts of the country, of which, from their general importance in their several localities, I am anxious to make particular mention.

Diocese of Aberdeen.

In each of the schools at Cruden, Fyvie, Fraserburgh, Tillymorgan, and Pitsligo, are teachers holding certificates of merit, and conducting in the most praiseworthy manner schools of singular efficiency. There are other schools in this diocese striving to attain equal efficiency, the teachers of which are not certificated.

Diocese of Argyll and the Isles.

The schools at Lochgilphead and Poltalloch are the most satisfactory in the western part of the diocese, being the most important schools, under high auspices, and progressing rapidly.

Diocese of St. Andrew's, Dunkeld, and Dunblane.

The schools connected with St. Ninian's, Perth, and at Cupar Angus, Kirriemuir, and Dunblane, continue to maintain their high character of instruction, and excellent order and discipline, under certificated teachers, earnest, anxious, and well fitted for the work which they have in hand.

There are several other schools in this district, having uncertificated teachers, in which the general tone and amount of instruction is rapidly progressing.

Diocese of Brechin.

The schools at Brechin, Catterline, Drumlithie, Lochlee, and Montrose, each conducted by a certificated teacher, are in a very high state of efficiency.

At Dundee the four schools under the immediate and personal supervision of the Bishop of Brechin, and the management of earnest, persevering teachers, are in a most flourishing

condition, and exhibit not only the care taken of the children, but the success which may be expected where neither pains, trouble, nor expense are spared.

The educational prospects of this diocese are very encouraging; there are several other schools of high promise, in which the work of education is steadily progressing.

Diocese of Edinburgh.

Every Episcopal school in the city of Edinburgh is under the management of a certificated teacher. In each school, a great amount of improvement is taking place, and the different teachers are, by steady and earnest perseverance, with the help of their apprentices, increasing the efficiency of their schools, and raising the general standard of education.

At Leith, Alloa, and Stirling, the schools continue to prosper, and to exhibit at each successive visit of inspection improved method, discipline, and general tone of instruction.

Diocese of Glasgow.

The schools at Ayr, St Mary's, Glasgow, Greenock, Helensburgh, Hawick, Jedburgh, Galashiels, are the most prominent in this diocese, having teachers of undoubted competency for their work, exhibiting instruction, discipline, and order of the highest kind, and reflecting great credit on the various committees of management.

There are several other schools, as recorded in the tables, doing their work very satisfactorily, and deserving great credit.

Diocese of Moray and Ross.

Of the schools of this diocese, those at Inverness, Strathnairn, and Highfield deserve especial notice, the first under the immediate auspices of the bishop giving the highest promise, the others in remote districts doing a great amount of good.

The schools at Nairn, Elgin, and Aberchirden, are also very promising.

The examination of female candidates was commenced on the 18th June last, and that of the male candidates on the 25th, each examination occupying a week. The numbers were as follows:—

17 female teachers.
10 first year students of St. Andrew's Hall.
1 second do. do.
13 teachers (male).

Examinations for certificates of merit.

The papers of the several candidates were carefully reviewed by myself, and fully reported on to your Lordships; and I have since received official intimation of your decision in regard to them, your Lordships having been pleased to place in the class list eight of the female candidates and fifteen of the male candidates. I am bound to state that during the examination the general conduct of the candidates was such as to show that they were theworthy objects of your Lordships' sympathy and anxiety. And I am sure that with few

exceptions, they will ultimately prove not unworthy of all the aid and encouragement at the disposal of your Lordships.

Results of examinations.

I regard the results of these examinations as, upon the whole, eminently satisfactory and encouraging. Considering the shortness of the time for preparation for many of the candidates, the variety and range of the subjects of examination, and the reluctance, very naturally felt by teachers, already honourably engaged in the duties of their profession, to have their attainments and professional skill minutely analysed and examined, I think I see, in the past, reason for congratulation, and for the anticipation of satisfactory and speedy progress in the future.

The teachers are persuaded that their interests are in the hands of sympathising and liberal patrons and friends; and they are ready to co-operate with your Lordships and your Lordships' inspectors, with a zeal, which, if properly directed and employed, cannot fail to realize to a large extent the hopes of the most sanguine and enlightened friends of popular education.

In closing this third report, I would again beg to be allowed to thank the Right Rev. the bishops, the clergy, and the laity of the Scottish Episcopal Church, with whom I have had the pleasure of being associated in my official tours of inspection, for the sympathy and kindness which I have ever experienced at their hands. I would also express my sense of the courtesy and zeal of most of the school committees with which I have had the honour to come into connexion. The pleasing intercourse thus afforded has indeed greatly alleviated the labour of my office, which, in addition to the other objects, has involved the travelling of several hundreds of miles, and brought between nine and ten thousand children under my inspection.

I have the honor to be, &c.

T. WILKINSON.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A

EPISCOPAL TRAINING INSTITUTION, ST. ANDREW'S HALL, EDINBURGH.

TIME TABLE.

—	9 to 9.30.	9.30 to 10.20	10.20 to 11.	11.10 to 12	12 to 1.	2 to 3.	3 to 5.	5 to 6.	6.30 to 7.30.	7.30 to 8.	8.10 to 9.
MONDAY -	Prayers, Scripture.	Geography.	Latin Grammar.	Euclid.	Mechanics.	Arithmetic.	Recreation.	Organ.	Latin.	Vocal Music.	Church Catechism, Prayers.
TUESDAY -	Prayers, Liturgy.	History.	Latin.	English Grammar and Composition.	Algebra.	Reading and Derivation.	Recreation.	Private Study.	Mensuration.	Vocal Music.	Scripture, Prayers.
WEDNESDAY	Prayers, Scripture.	Geography.	Latin Grammar.	English Grammar and Composition.	Mechanics.	Arithmetic.	Recreation.	Organ.	Latin.	Euclid.	Church History, Prayers.
THURSDAY -	Prayers, Liturgy.	History.	Latin.	English Grammar and Composition.	Algebra.	Reading and Derivation.	Recreation.	Private Study.	Arithmetic.	Geography.	Scripture, Prayers.
FRIDAY -	Prayers, Scripture.	Palestine.	Latin Grammar.	Euclid.	Mensuration.	Arithmetic.	Recreation.	Organ.	Latin.	Algebra.	Church History, Prayers.
SATURDAY -	Prayers.	Examination Papers.				Recreation.	Recreation.	Private Study.	Not fixed.	Not fixed.	Scripture, Prayers.

REGULATIONS.

I. The students to assemble every morning (except Sundays) at seven o'clock, for preparatory studies, till eight.

II. Immediately after breakfast, every student to make his bed, empty the water from his basin, and make his sleeping apartment neat and tidy.

III. No student to enter the dormitories between the hours of nine and eleven in the morning.

IV. No student to enter the kitchen.

V. No student to indulge in the practice of smoking, or to bring tobacco into the Institution.

VI. No student to be absent from the premises without leave.

VII. No student to be absent from the Institution on Saturday evenings, beyond eight o'clock in summer, or six in winter, P.M.

VIII. Every student to retire to his sleeping apartment not later than ten o'clock P.M., and to refrain from conversation, which would interfere with the private devotions and quiet of his fellow students.

IX. No light to be used in the dormitories after the gas has been turned off.

X. A hearty acquiescence in, and submission to, these Rules to be expected from all the students, as from young men who have a high character to support, and each student to use his influence in giving effect to them, and to report direct infractions of them.

APPENDIX B.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON EPISCOPAL CHURCH SCHOOLS IN SCOTLAND INSPECTED BY REV. T. WILKINSON AND REV. W. H. BROOKFIELD.

SUMMARY *a.*

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
85	10	15	2	68	8,442	6,099	7,199	82	95

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·94	7·7	11·44	10·64	11·97	11·72	11·7	10·29	6·94	5·96	4·21	3·49

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Four Years and over.
45·84	25·81	14·81	8·45	3·33	1·76

SUMMARY *b.*

Aggregate *Annual Income*, as stated by Managers, of 72† of Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
116 10 0	1,861 18 5½	1,250 11 6	1,176 19 10½	4,405 19 10	0 18 3½

Aggregate *Annual Expenditure*, as stated by Managers, of 72† of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b.* relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
3,406 3 2½	281 3 10	949 10 7	4,636 17 7½	0 19 3	4,815

* At the date of closing these Summaries.

† The number of Schools inspected during the year was 85; but from 13 of these no sufficient returns of income and expenditure have been received.

‡ *Exclusive* of Government grants.

Summary *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	76 2 7	22	9
	Uncertificated	41 11 6	29	6
Schoolmistresses	Certificated	49 2 7	10	4
	Uncertificated	27 16 0	25	8
Infants' Schoolmistresses	Certificated	—	—	—
	Uncertificated	32 15 0	2	—

Summary *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
68	6,534	53·85	33·24	9·96	1·75	1·2

Normal Establishments for training Masters and Mistresses for Elementary Day Schools.

No. of Training Schools under Inspection					No. of Students (31 March 1856).						No. of Officers on Establishment.															Total.
Connected with	For Males only.	For Females only.	For Males and Females.	Total.	For whom lodging is provided on Premises.			Resident.			Principal.	Vice Principal.	Matron.	Master.	Governess.	Teacher of Method.	Teacher of Practising School.	Chaplain.	Drill Master.	Lecturers.*						
					Male.	Female.	Total.	Male.	Female.	Total.										History.	Literature.	Geography.	Mathematics.	Physical Science.	Chemistry.	
(England.)																										
Church of England, or National Society.	13	10	1	24	851	734	1,585	657	630	1,287	18	14	10	56	25	13	17	4	3	3	-	5	2	1	1	172
British and Foreign School Society.	-	-	1	1	69	52	121	69	52	121	1	1	1	6	3	-	-	-	-	-	-	-	-	-	-	12
Wesleyan Methodists' Conference.	-	-	1	1	60	40	100	59	41	100	2	-	-	11	1	-	-	-	-	-	2	-	-	-	-	16
Roman Catholic Poor School Committee.	1	2	-	3	20	55	75	12	36	48	2	-	-	8	5	2	-	1	-	-	-	-	-	-	-	18
(Scotland.)																										
Established Church	-	-	2	2	34	-	34	34	-	34	3	-	2	11	-	-	-	-	-	-	-	1	2	1	-	20
Free Church	-	-	2	2	-	-	-	-	-	-	2	-	3	11	-	-	-	-	-	-	2	-	1	1	-	20
Episcopal Church	1	-	-	1	12	-	12	11	-	11	1	1	-	-	-	-	-	1	-	-	-	-	-	-	-	3
Total	15	12	7	34	1,046	881	1,927	842	759	1,601†	29	16	16	103	34	15	17	6	3	3	4	6	5	3	1	261

* Of this number 6 have been examined and passed, pursuant to section 4 in Minute of 20 August 1853.
† Exclusive of 201 Students in Scotland, *not* lodged on the premises of the training schools.

No Report is presented this year on the *Male* Training Schools connected with the Church of England.

Professor Moseley's last report (Minutes of 1854–5) extends to 31 March 1855, and his successor, the Rev. Frederick Temple (late Principal of Kneller Hall), was not at liberty to commence his duties, as one of Her Majesty's Inspectors of Schools, before the beginning of the present year.

The following tables show the results of the written examination, held in December last, at the institutions which Mr. Temple will visit in the course of the present year.

Education Department, Downing Street,
April 1856.

TABULATED RESULTS OF EXAMINATION OF STUDENTS FOR CERTIFICATES, AT CHRISTMAS 1855.

Battersea Training School.

First Year { 46 Candidates. / 40 Certificates. Second Year { 46 Candidates. / 46 Certificates.

—	Excellent. No.		Good. No.		Fair. No.		Moderate. No.		Imperfect. No.		Failure. No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	2	1	31	15	11	22	2	6	-	1	-	-
Liturgy and Church history	10	-	25	12	10	28	1	5	-	-	5	1
Grammar	1	1	22	18	15	17	6	7	2	2	-	-
History	-	-	12	5	24	19	9	17	1	5	-	-
Geography	2	1	8	23	32	18	4	3	-	-	-	-
Arithmetic	-	1	12	13	21	12	10	11	3	7	-	1
Euclid (Students of 1st year only)	6		20		14		-		4		2	
Algebra (Students of 1st year only)	3		9		17		14		3		-	
Industrial mechanics (Students of 1st year only)	1		13		21		5		6		-	
Physical science (Students of 2nd year only)		3		19		9		13		1		-
Higher mathematics (Students of 2nd year only)		1		1		3		9		24		7
Vocal music	6	3	18	12	14	16	4	11	4	3	-	-
Drawing	-	-	1	4	21	25	18	15	5	1	1	-
School management	-	-	2	3	25	19	12	22	7	1	-	-
Reading	-	-	13	24	22	18	11	4	-	-	-	-
Spelling	-	-	33	45	10	-	-	-	3	-	-	-
Penmanship	-	-	2	2	14	12	21	24	9	7	-	-
Inspector's Report (Students of 2nd Year only)		1		20		19		6	0	-		-

Caermarthen Training School.

First Year { 21 Candidates. 15 Certificates. } Second Year { 6 Candidates. 5 Certificates. }

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	-	-	4	2	12	3	3	1	2	-	-	-
Liturgy and Church history	-	-	3	-	4	5	8	1	-	-	-	-
English grammar	-	-	4	2	6	3	2	1	-	-	1	-
English history	-	-	-	1	12	3	3	3	2	1	-	-
Geography	-	-	1	3	2	3	3	-	2	-	-	-
Arithmetic	-	-	1	-	2	3	2	1	6	2	3	-
Euclid (Students of 1st year only)	-		12		3		-		1		5	
Algebra (Students of 1st year only)	-		3		8		4		1		-	
Industrial Mechanics (Students of 1st year only)	-		-		5		10		2		1	
Physical science (Students of 2nd year only)		-		1		2		2		1		-
Higher mathematics (Students of 2nd year only)		-		1		-		-		1		-
Vocal music	-	-	-	1	8	2	7	3	3	-	-	1
Drawing	-	-	-	1	2	1	1	1	3	-	-	-
School management	-	-	-	1	3	2	2	3	3	-	3	-
Welsh	-	-	-	1	1	-	1	-	-	-	-	-
Reading	4	-	3	4	10	2	4	-	1	-	-	-
Spelling	-	-	4	5	15	-	-	1	1	-	-	-
Penmanship	-	-	-	-	16	3	5	2	-	1	-	-
Inspector's Report (Students of 2nd year only)		-		2		4		-		-		-

Caernarvon (Male) Training School.

First Year { 9 Candidates. 7 Certificates. } Second Year { 11 Candidates. 9 Certificates. }

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	-	1	1	4	7	4	1	2	-	-	-	-
Liturgy and Church history	2	-	5	4	2	5	-	-	-	-	-	-
Grammar	-	1	3	4	4	4	2	2	-	-	-	-
History	-	-	-	5	6	6	2	-	2	-	-	-
Geography	-	-	-	2	2	6	2	-	2	-	-	-
Arithmetic	-	1	-	-	1	4	4	1	4	2	-	-
Euclid (Students of 1st year only)	-		1		2		1		3		2	
Algebra (Students of 1st year only)	1		-		1		4		3		-	

Caernarvon (Male) Training School—*continued.*

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Industrial mechanics (Students of 1st year only)	-		-		-		5		1		3	
Physical Science (Students of 2nd year only)		-		5		2		2		1		-
Higher mathematics (Students of 2nd year only		-		-		1		1		4		5
Vocal music	-	-	1	1	5	5	12	12	1	3	1	-
Drawing	-	-	-	-	3	6	2	1	1	3	-	-
School management	-	-	-	-	12	2	4	5	3	3	-	-
Welsh	-	-	1	1	-	5	7	4	1	-	-	-
Reading	-	-	12	5	3	4	4	1	-	-	-	-
Spelling	-	-	4	11	3	-	2	-	2	-	-	-
Penmanship	-	-	-	-	1	2	2	4	6	4	-	-
Inspector's Report (Students of 2nd year only)		-		9		2		-		-		-

St. Mark's Chelsea (Male) Training School.

First Year { 34 Candidates. 31 Certificates. Second Year { 22 Candidates. 19 Certificates. Third Year { 9 Candidates. 7 Certificates.

—	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.		
	No.			No.			No.			No.			No.			No.		
	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.
Religious knowledge	-	1	-	12	3	5	21	12	1	1	6	3	-	-	-	-	-	-
Liturgy and Church history	7	-	-	14	-	-	10	20	-	3	2	-	-	-	-	-	-	-
Christian evidences (Students of 3rd year only)			1			5			3									
Grammar	-	-	-	17	10	-	11	7	-	5	4	-	2	1	-	1	-	-
History	-	-	-	6	6	-	15	8	-	11	7	-	1	1	-	-	-	-
Geography	-	-	-	5	14	-	22	8	-	4	-	-	1	-	-	2	-	-
Arithmetic	1	6	-	1	4	-	6	3	-	13	4	-	6	2	-	12	3	-
Euclid (Students of 1st year only)	2			17			8			3			1			3		
Algebra (Students of 1st year only)	4			5			5			6			8			2		
Mechanics (Students of 1st year only)	-			1			10			13			9			1		
Physical science (Students of 2nd and 3rd years only)		2	1		10	1		1	-		-	-		1	-		-	-
Chemistry (Students of 3rd year only)		-				2			-		-				-			-
Higher mathematics (Students of 2nd year only)		1			-			3			1			13			3	
Higher mathematics, No. 1. (Students of 3rd year only)		-				1			2		3	1			-			-

St. Mark's Chelsea (Male) Training School—*continued.*

	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.		
	No.			No.			No.			No.			No.			No.		
	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.
Higher mathematics, No. 2. (Students of 3rd year only)						1			1			2						
Vocal music	5	-	1	10	-	3	13	12	4	5	9	1	-	1	-	1	-	-
Drawing	-	-	-	1	1	2	14	16	5	12	4	2	6	1	-	-	-	-
School management	-	-	-	1	1	5	18	11	1	9	2	3	3	1	-	-	-	-
Welsh	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Latin (Students of 1st and 2nd year only)	2	-		2	1		-	-		-	-		-	-		-	-	
Latin prose (Students of 3rd year only)			-			2			1			-			-			-
Latin verse (Students of 3rd year only)			1			2			-			-			-			-
Latin translation (Students of 3rd year only)	-	-	-	-	-	2	-	-	1	-	-	-	-	-	-	-	-	-
Reading	-	-	-	5	6	3	17	10	6	12	6	-	3	-	-	-	-	-
Spelling	-	-	-	18	22	2	12	-	-	1	-	-	3	-	-	-	-	-
Penmanship	-	-	-	-	-	-	4	3	-	17	12	-	13	7	-	-	-	-
Inspector's Report (Students of 2nd and 3rd year only)		-	1		10	4		9	3		3	1		-	-		-	-

Cheltenham (Male) Training School.

First Year { 50 Candidates. 46 Certificates. Second Year { 46 Candidates. 45 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	5	3	28	21	15	16	1	6	1	-	-	-
Liturgy and Church history	11	-	16	9	14	32	6	5	3	-	-	-
Grammar and English literature	2	1	34	20	11	20	3	3	-	2	-	-
History	2	10	16	23	28	12	4	-	-	1	-	-
Geography	-	2	-	32	29	11	19	1	2	-	-	-
Arithmetic and book-keeping	1	4	11	13	12	6	14	11	9	11	3	1
Euclid (Students of 1st year only)	-		25		13		7		2		3	
Algebra (Students of 1st year only)	2		22		14		9		1		-	
Industrial mechanics (Students of 1st year only)	-		3		16		20		7		4	
Physical science (Students of 2nd year only)		1		24		19		2		-		-
Higher mathematics (Students of 2nd year only)		-		1		9		15		16		1
Vocal music	2	4	11	6	15	21	14	12	3	2	5	5
Drawing from models	1	-	3	7	19	21	14	14	7	1	1	-
School management	-	-	1	9	38	20	6	16	5	1	-	1

Cheltenham (Male) Training School—*continued.*

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Welsh	-	-	-	1	1	-	-	-	-	-	-	-
Latin	-	-	-	-	-	-	-	-	-	-	-	-
Reading	-	1	34	31	16	14	-	-	-	-	-	-
Spelling	-	-	28	43	22	3	-	-	-	-	-	-
Penmanship	-	-	-	-	8	12	32	23	10	6	-	-
Inspector's Report (Students of 2nd year only)		9		24		13		-		-		-

Chester (Male) Training School.

First Year { 18 Candidates. 11 Certificates. **Second Year** { 8 Candidates. 8 Certificates. **Third Year** { 3 Candidates. 3 Certificates.

—	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.		
	No.			No.			No.			No.			No.			No.		
	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.
Religious knowledge	-	-	-	9	3	1	3	3	2	3	2	-	3	-	-	-	-	-
Liturgy and Church history	-	-	-	2	1	-	7	7	-	2	-	-	7	-	-	-	-	-
Christian evidences (Students of 3rd year only)			-			2			1			-			-			-
Grammar	-	1	-	10	4	-	2	3	-	5	-	-	1	-	-	-	-	-
History	-	-	-	5	7	-	7	1	-	4	-	-	2	-	-	-	-	-
Geography	-	-	-	3	8	-	6	-	-	5	-	-	3	-	-	1	-	-
Arithmetic	-	1	-	2	1	-	5	5	-	7	-	-	4	1	-	-	-	-
Euclid (Students of 1st year only)	-			5			4			3			4			2		
Algebra (Students of 1st year only)	1			2			3			3			6			2		
Industrial mechanics (Students of 1st year only)	-			-			9			9			-			-		
Physical science (Students of 2nd and 3rd years only)		3	-		5	3		-	-		-	-		-	-		-	-
Higher mathematics (Students of 2nd year only)		-			-			1			-			3			4	
Chemistry (Students of 3rd year only)			3			-			-			-			-			-
Vocal music	-	-	-	-	-	-	3	3	3	4	3	-	1	-	-	5	1	-
Drawing	-	-	3	3	7	-	12	1	-	1	-	-	2	-	-	-	-	-
School management	-	-	-	-	4	-	9	4	3	2	-	-	-	-	-	-	-	-
Welsh	-	-	-	-	-	-	1	-	-	0	-	-	-	-	-	-	-	-
Reading	1	-	-	7	3	-	3	4	-	4	1	-	3	-	-	-	-	-
Spelling	-	-	-	6	8	3	10	-	-	1	-	-	1	-	-	-	-	-
Penmanship	-	-	-	1	1	-	7	2	-	6	4	-	4	1	-	-	-	-
Inspector's Report (Students of 2nd and 3rd years only)		-	-		5	3		3	-		-	-		-	-		-	-

Chichester (Male) Training School.

First Year { 11 Candidates. 10 Certificates. Second Year { 5 Candidates. 2 Certificates.

—	Excellent. No.		Good. No.		Fair. No.		Moderate. No.		Imperfect. No.		Failure. No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	-	-	1	1	10	2	-	2	-	-	-	-
Liturgy and Church history	1	-	2	1	6	3	2	1	-	-	-	-
Grammar and English literature	-	-	3	1	2	3	3	1	-	1	-	-
History	-	-	1	-	3	3	3	2	-	-	-	-
Geography and popular astronomy	-	-	1	2	5	3	3	-	-	-	-	-
Arithmetic and book-keeping	-	-	1	1	4	1	3	2	1	-	-	-
Euclid (Students of 1st year only)	-		3		2		2		-		-	
Algebra (Students of 1st year only)	-		3		2		3		1		-	
Industrial mechanics (Students of 1st year only)	-		1		2		3		2		1	
Physical science (Students of 2nd year only)		-		-		1		2		2		-
Higher mathematics (Students 2nd of year only)		-		-		1		-		2		1
Vocal music	-	-	1	1	6	1	2	1	-	1	-	1
Drawing from models	-	-	-	-	4	1	4	2	-	1	-	1
School management	-	-	-	-	1	3	7	2	3	-	-	-
Reading	-	-	-	-	6	2	5	1	-	-	-	-
Spelling	-	-	6	-	5	-	5	2	-	-	-	-
Penmanship	-	-	-	-	2	-	8	4	1	1	-	-
Inspector's Report (Students of 2nd year only)		-		1		3		1		-		-

Culham (Male) Training School.

First Year { 19 Candidates. 12 Certificates. Second Year { 17 Candidates. 15 Certificates. Third Year { 2 Candidates. 2 Certificates.

—	Excellent. No.			Good. No.			Fair. No.			Moderate. No.			Imperfect. No.			Failure. No.		
	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.
Religious knowledge	-	-	-	8	7	2	6	9	-	2	1	-	1	-	-	12	-	-
Liturgy and Church history	1	-	-	9	4	-	5	12	-	2	1	-	1	-	-	1	-	-
Christian evidences (Students of 3rd year only)			-			-			2			-			-			-
Grammar and English literature	-	-	-	4	4	-	10	9	-	4	2	-	1	2	-	-	-	-
History	-	-	-	3	5	-	8	6	-	4	3	-	4	1	-	-	-	-
Geography and popular astronomy	-	1	-	3	13	-	10	3	-	2	-	-	3	-	-	1	-	-
Arithmetic and book-keeping	-	-	-	-	3	-	1	3	-	7	7	-	6	3	-	5	1	-
Euclid (Students of 1st year only)	3			8			2			1			-			5		
Algebra (Students, of 1st year only)	-			2			4			6			5			1		

Culham (Male) Training School—*continued.*

—	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.		
	No.			No.			No.			No.			No.			No.		
	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.
Industrial mechanics (Students of 1st year only)	-			-			2			7			7			2		
Physical science (Students of 2nd year only)		2			4			6			5			-			-	
Higher mathematics (Students of 2nd year only)		-			-			4			-			2			4	
Higher mathematics, No. 1. (Students of 3rd year only)			-			-			-			2			-			-
Higher mathematics, No. 2. (Students of 3rd year only)									2									
Vocal music	-	-	-	1	-	1	7	7	-	3	4	1	4	6	-	3	-	-
Drawing from models	-	1	-	-	5	1	12	8	1	5	2	-	2	1	-	-	-	-
School management	-	-	-	-	4	-	12	8	1	5	4	1	2	-	-	-	1	-
Welsh (Students of 1st year only)	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
Reading	-	-	-	5	3	1	8	9	2	10	5	-	1	-	-	-	-	-
Spelling	-	-	-	5	16	2	11	-	-	-	1	-	3	-	-	-	-	-
Penmanship (Students of 1st and 2nd years only)	-	-		-	-		2	1		8	7		9	9		-	-	
Inspector's Report (Students of 2nd and 3rd years only)		-	-		3	-		12	-		1	-		-	-		-	-

DURHAM (MALE) TRAINING SCHOOL.

First Year { 12 Candidates. 8 Certificates. Second Year { 12 Candidates. 10 Certificates.

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	1	1	4	5	5	5	2	2	-	-	-	-
Liturgy and Church history	1	2	6	2	3	10	1	-	1	-	-	-
Grammar	1	2	3	6	6	4	1	-	1	-	-	-
History	-	-	3	2	5	2	3	-	1	-	-	-
Geography	-	1	1	2	7	2	4	-	-	-	-	-
Arithmetic	-	-	3	2	3	4	3	5	2	-	1	1
Euclid (Students of 1st year only)	-		1		2		2		6		1	
Algebra (Students of 1st year only)	-		4		3		2		1		2	
Industrial mechanics (Students of 1st year only)	-		2		2		3		1		3	
Physical science (Students of 2nd year only)		-		1		2		5		4		-
Higher mathematics (Students of 2nd year only)		-		-		1		-		-		-
Vocal music	-	-	2	2	3	5	3	3	1	7	4	4
Drawing	-	1	1	2	3	7	2	1	2	1	1	1
School management	-	-	1	4	4	5	2	3	2	1	-	-
Reading	-	-	2	1	6	4	4	6	1	1	-	-
Spelling	-	-	2	11	4	1	-	-	3	-	-	-
Penmanship	-	-	-	1	2	-	10	7	-	4	-	-
Inspector's Report (Students of 2nd year only)		-		7		3		2		-		-

Exeter (Male) Training School.

First Year { 22 Candidates. 16 Certificates. Second Year { 15 Candidates. 10 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	1	-	9	8	9	7	2	-	1	-	-	-
Liturgy and Church history	5	-	6	3	6	10	3	2	3	-	-	-
English grammar	-	1	7	10	8	3	5	1	3	-	-	-
English history	-	1	4	12	8	5	7	5	3	2	-	-
Geography	-	-	-	8	10	7	12	-	-	-	-	-
Arithmetic	1	-	2	4	6	4	9	4	2	2	1	1
Euclid (Students of 1st year only)	-		-		4		4		11		3	-
Algebra (Students of 1st year only)	2		3		5		6		2		3	
Industrial mechanics (Students of 1st year only)	-		1		4		3		8		5	
Physical science (Students 2nd of year only)		-		-		2		5		2		-
Higher mathematics (Students of 2nd year only)		-		1		1		1		6		5
Vocal music	-	-	2	-	8	9	7	4	3	2	-	-
Drawing	-	-	1	2	9	10	8	3	4	-	-	-
School management	-	-	-	-	7	1	5	8	7	4	3	-
Welsh	-	-	-	-	-	-	1	-	-	-	-	-
Latin	-	-	-	-	-	-	-	-	-	1	-	-
Reading	-	-	2	5	7	5	3	5	3	-	-	-
Spelling	-	-	6	14	11	1	-	-	5	-	-	-
Penmanship	-	-	-	1	5	6	11	5	6	3	-	-
Inspector's Report (Students of 2nd year only)		-		11		3		1		-		-

Highbury (Male) Training School.

First Year { 29 Candidates. 24 Certificates. Second Year { 24 Candidates. 21 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	3	2	9	5	14	14	2	3	1	-	-	-
Liturgy and Church history	4	-	10	2	11	12	3	0	1	-	-	1
Grammar and English literature	3	1	13	9	7	13	-	1	1	-	-	-
History	-	-	2	4	17	9	7	9	3	2	-	-
Geography	-	-	-	16	3	8	19	-	5	-	2	-
Arithmetic and book-keeping	1	1	3	2	12	3	9	6	2	10	2	2
Euclid (Students of 1st year only)	-		5		5		3		7		9	
Algebra (Students of 1st year only)	1		5		3		14		5		-	
Industrial mechanics (Students of 1st year only)	-		1		12		7		8		1	
Physical science (Students of 2nd year only)		1		14		8		1		-		-
Higher mathematics (Students of 2nd year only)		-		-		2		4		2		2

Highbury (Male) Training School—*continued.*

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure
	No.		No.		No.		No.		No.		No.
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Vocal music	4	-	5	5	11	14	4	4	3	-	1	
Drawing from models	-	-	1	5	15	13	12	3	1	-	-	1
School management	-	-	1	6	12	10	7	7	2	1	-	-
Latin	-	-	-	1	-	-	-	-	-	-	-	-
Reading	-	2	3	13	16	6	8	3	2	-	-	-
Spelling	-	-	13	23	14	1	-	-	-	-	-	-
Penmanship	-	-	-	-	5	7	15	13	2	4	-	-
Inspector's Report (Students of 2nd year only)		1		9		6		7		-		-

Saltley (Male) Training School.

First Year { 11 Candidates. 11 Certificates. **Second Year** { 10 Candidates. 9 Certificates. **Third Year** { 16 Candidate. 9 Certificate.

—	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.		
	No.			No.			No.			No.			No.			No.		
	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.
Religious knowledge	1	1	-	7	4	-	3	4	1	-	2	-	-	-	-	-	-	
Liturgy and Church history	1	-	-	4	3	-	5	6	-	1	2	-	-	-	-	-	-	
Christian evidences (Students of 3rd year only)			1			-			-			-			-			
Grammar and English literature	-	-	-	5	1	-	4	5	-	2	4	-	-	-	-	-	-	
History	-	-	-	-	5	-	9	4	-	2	1	-	-	-	-	-	-	
Geography and popular astronomy	-	-	-	1	4	-	9	5	-	1	1	-	-	-	-	-	-	
Arithmetic and book-keeping	-	-	-	1	2	-	3	7	-	4	1	-	3	-	-	-	-	
Euclid (Students of 1st year only)	1			4			4			-			2			-		
Algebra (Students of 1st year only)	-			1			5			3			-			2		
Industrial mechanics (Students of 1st year only)	-			1			4			4			2				-	
Physical science (Students of 2nd year only)		1			3			3			3			-			-	
Higher mathematics, (Students of 2nd year only)		-			-			2			-			2			5	
Higher mathematics, No. 1. (Students of 3rd year only)			-			-			1			-			-			
Higher mathematics, No. 2. (Students of 3rd year only)			-			-			1			-			-			
Vocal music	1	-	-	1	6	-	3	2	1	3	1	-	2	-	1	-	1	
Drawing	-	-	-	2	3	-	2	-	1	2	3	-	1	-	-	-	1	
School management	-	-	-	1	6	-	1	-	-	1	2	-	1	-	-	-	-	
Latin	-	-	-	-	3	-	-	-	-	-	1	-	-	-	-	-	-	
Reading	-	-	-	5	5	1	4	-	-	-	-	-	-	-	-	-	-	
Spelling	-	-	-	3	10	1	3	-	-	3	-	-	-	-	-	-	-	
Penmanship (Students of 1st and 2nd years only)	-	-		-	1		5	2		5	3		1	2		-	-	
Inspector's Report (Students of 2nd and 3rd years only)		-	-		5	1		5	-		-	-		-	-		-	

Winchester (Male) Training School.

First Year { 14 Candidates. 13 Certificates. Second Year { 2 Candidates. 2 Certificates.

—	Excellent. No.		Good. No.		Fair. No.		Moderate. No.		Imperfect. No.		Failure. No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	1nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	–	–	5	–	7	–	2	2	–	–	–	–
Liturgy and Church history	–	–	12	–	8	2	4	–	–	–	–	–
Grammar	–	–	5	1	6	1	3	–	–	–	–	–
History	–	–	–	–	10	2	3	–	–	–	1	–
Geography	–	–	–	–	4	2	2	–	1	–	–	–
Arithmetic	–	–	5	–	5	1	3	1	1	–	–	–
Euclid (Students of 1st year only)	1		5		3		1		1		3	
Algebra (Students of 1st year only)	2		5		4		2		1		–	
Industrial mechanics (Students of 1st year only)	–		–		4		6		4		–	
Physical science (Students of 2nd year only)		–		1		1		–		–		–
Higher mathematics (Students of 2nd year only)		–		–		–		1		–		1
Vocal music	–		2		9		2		–		1	
Drawing	–	–	–	–	3	2	2	–	1	–	1	–
School management	–	–	–	–	7	2	6	–	1	–	–	–
Reading	–	–	7	1	7	1	–	–	–	–	–	–
Spelling	–	–	5	2	6	–	3	–	–	–	–	–
Penmanship	–	–	–	–	3	2	11	–	–	–	–	–
Inspector's Report (Students of 2nd year only)		–		1		1		–		–		–

York (Male) Training School.

First Year { 22 Candidates. 16 Certificates. Second Year { 24 Candidates. 20 Certificates. Third Year { 1 Candidate. 0 Certificate.

—	Excellent. No.			Good. No.			Fair. No.			Moderate. No.			Imperfect. No.			Failure. No.		
	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.
Religious knowledge	–	1	–	8	7	–	10	10	1	2	6		2	–	–	–	–	–
Liturgy and Church history	4	–	–	4	1	–	11	19	–	1	4	–	1	–	–	1	–	–
Grammar	–	2	–	8	9	–	9	13	–	4	–	–	–	–	–	1	–	–
History	–	1	–	6	7	–	10	4	–	5	12	–	1	1	–	–	–	–
Geography	–	1	–	3	10	–	12	13	–	3	–	–	3	–	–	1	–	–
Arithmetic	1	–	–	2	3	–	4	3	–	8	6	–	4	7	–	3	5	–
Euclid (Students of 1st year only)	–			7			9			1			2			3		
Algebra (Students of 1st year only)	1			3			2			4			8			1		
Industrial mechanics (Students of 1st year only)	–			4			4			7			3			4		
Physical science (Students of 2nd year only)		1			4			9			5			5				
Higher mathematics (Students of 2nd year only)		1			–			–			3			11			7	

Highbury (Male) Training School—*continued.*

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure
	No.		No.		No.		No.		No.		No.
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.
Vocal music	4	-	5	5	11	14	4	4	3	-	1
Drawing from models	-	-	1	5	15	13	12	3	1	-	-
School management	-	-	1	6	12	10	7	7	2	1	-
Latin	-	-	-	1	-	-	-	-	-	-	-
Reading	-	2	3	13	16	6	8	3	-	-	-
Spelling	-	-	13	23	14	1	-	-	2	-	-
Penmanship	-	-	-	-	5	7	15	13	2	4	-
Inspector's Report (Students of 2nd year only)		1		9		6		7		-	

Saltley (Male) Training School.

First Year { 11 Candidates. 11 Certificates. **Second Year** { 10 Candidates. 9 Certificates. **Third Year** { 16 Candidate. 9 Certificate.

—	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure
	No.			No.			No.			No.			No.			No.
	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.
Religious knowledge	1	1	-	7	4	-	3	4	1	-	2	-	-	-	-	-
Liturgy and Church history	1	-	-	4	3	-	5	6	-	1	2	-	-	-	-	-
Christian evidences (Students of 3rd year only)			1			-			-			-			-	
Grammar and English literature	-	-	-	5	1	-	4	5	-	2	4	-	-	-	-	-
History	-	-	-	1	5	-	9	4	-	2	1	-	-	-	-	-
Geography and popular astronomy	-	-	-	1	4	-	9	5	-	1	1	-	-	-	-	-
Arithmetic and book-keeping	-	-	-	1	2	-	3	7	-	4	1	-	3	-	-	-
Euclid (Students of 1st year only)	1			4			4			-			2			-
Algebra (Students of 1st year only)	-			1			5			3			-			2
Industrial mechanics (Students of 1st year only)	-			1			4			4			2			-
Physical science (Students of 2nd year only)		1			3			3			3			-		-
Higher mathematics, (Students of 2nd year only)		-			-			2			-			2		5
Higher mathematics, No. 1. (Students of 3rd year only)			-			-			1			-			-	
Higher mathematics, No. 2. (Students of 3rd year only)			-			-			1			-			-	
Vocal music	1	-	-	1	6	-	3	2	1	3	1	-	2	-	1	-
Drawing	-	-	-	-	2	-	2	3	-	-	2	-	1	-	-	-
School management	-	-	-	-	1	-	2	6	1	2	3	-	4	-	-	-
Latin	-	-	-	-	-	-	-	-	-	2	1	-	-	-	-	-
Reading	-	-	-	7	5	1	4	5	-	2	-	-	-	-	-	-
Spelling	-	-	-	3	10	1	3	1	-	2	-	-	-	-	-	-
Penmanship (Students of 1st and 2nd years only)	-	-		-	1	-	5	2		3	3	-	1	2		-
Inspector's Report (Students of 2nd and 3rd years only)		-	-		5	1		5	-		-	-		-	-	

Winchester (Male) Training School.

First Year { 14 Candidates. 13 Certificates. Second Year { 2 Candidates. 2 Certificates.

—	Excellent. No.		Good. No.		Fair. No.		Moderate. No.		Imperfect. No.		Failure. No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	1nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	–	–	5	–	7	–	2	2	–	–	–	–
Liturgy and Church history	–	–	2	–	8	2	4	–	–	–	–	–
Grammar	–	–	5	1	6	1	3	–	–	–	–	–
History	–	–	–	–	10	2	3	–	–	–	1	–
Geography	–	–	–	–	4	2	2	–	1	–	–	–
Arithmetic	–	–	5	–	5	1	3	1	1	–	–	–
Euclid (Students of 1st year only)	1		5		3		1		1		3	
Algebra (Students of 1st year only)	2		5		4		2		1		–	
Industrial mechanics (Students of 1st year only)	–		–		4		6		4		–	
Physical science (Students of 2nd year only)		–		1		1		–		–		–
Higher mathematics (Students of 2nd year only)		–		–		–		1		–		1
Vocal music	–	–	2	–	9	2	2	–	–	–	1	–
Drawing	–	–	–	–	3	2	2	–	1	–	1	–
School management	–	–	–	–	7	2	6	–	1	–	–	–
Reading	–	–	7	1	7	1	–	–	–	–	–	–
Spelling	–	–	5	2	6	–	3	–	–	–	–	–
Penmanship	–	–	–	–	3	2	11	–	–	–	–	–
Inspector's Report (Students of 2nd year only)		–		1		1		–		–		–

York (Male) Training School.

First Year { 22 Candidates. 16 Certificates. Second Year { 24 Candidates. 20 Certificates. Third Year { 1 Candidate. 0 Certificate.

—	Excellent. No.			Good. No.			Fair. No.			Moderate. No.			Imperfect. No.			Failure. No.		
	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year
Religious knowledge	–	1	–	8	7	–	10	10	1	2	6		2	–	–	–	–	–
Liturgy and Church history	4	–	–	4	1	–	11	19	–	1	4	–	1	–	–	1	–	–
Grammar	–	2	–	8	9	–	9	13	–	4	–	–	–	–	–	1	–	–
History	–	1	–	2	7	–	10	4	–	5	12	–	1	1	–	–	–	–
Geography	–	1	–	3	10	–	12	13	–	3	–	–	3	–	–	1	–	–
Arithmetic	1	–	–	2	3	–	4	3	–	8	6	–	4	7	–	3	5	–
Euclid (Students of 1st year only)	–			7			9			1			2			3		
Algebra (Students of 1st year only)	1			3			2			4			8			1		
Industrial mechanics (Students of 1st year only)	–			4			4			7			3			4		
Physical science (Students of 2nd year only)		1			4			9			5			5				
Higher mathematics (Students of 2nd year only)		1			–			–			3			11			7	

York (Male) Training School—*continued.*

	Excellent.			Good.			Fair.			Moderate.			Imperfect.			Failure.		
	No.			No.			No.			No.			No.			No.		
	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	
Vocal music	–	–	–	3	6	–	1	6	–	7	6	1	1	4	–	10	2	
Drawing	–	–	–	–	1	–	13	15	1	5	3	–	4	5	–	–	–	
School management	–	–	–	1	2	–	3	12	–	9	5	1	9	4	–	–	–	
Latin (Students of 1st and 2nd years only)	–	–		–	–		3	–		–	1		–	1		–	–	
Latin prose (Students of 3rd year only)			–			–			1			–			–			
Latin verse (Students of 3rd year only)			–			–			–			1			–			
Latin translation (Students of 3rd year only)			–			–		*	–			1			–			
Christian evidences (Students of 3rd year only)			1			–			–			–			–			
Reading	–	–	–	3	17	–	11	6	1	7	1	–	1	–	–	–	–	
Spelling	–	–	–	7	24	1	14	–	–	–	–	–	1	–	–	–	–	
Penmanship (Students of 1st and 2nd years only)	–	–		–	–		1	–		16	13		5	11		–	–	
Inspector's Report (Students 2nd and of 3rd years only)		–	–		18	–		6	1		–	–		–	–		–	

REPORT *on the* CHURCH OF ENGLAND TRAINING SCHOOLS *for* SCHOOLMISTRESSES, *by Her Majesty's Inspector of Schools, the* Rev. F. C. COOK, M.A., &c.; *for the Year* 1855.

MY LORDS, March 1856.

IN the summer and autumn of last year I completed another tour of inspection of training schools for female teachers. The subjoined table gives a summary view of the provision made for the training of schoolmistresses, and the extent to which that provision has been used in this and former years.

NUMBER OF STUDENTS.

	Accommodation for	In residence at Lady-day, 1855.		Left between Lady-days, 1854 & 1855.		Admitted between Lady-days, 1854 & 1855.		Total Number educated since first establishment.		Date of Establishment.
		Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	
Bishop's Stortford	60	25	19	10	6	9	12	11	6	Nov. 10, 1852.
Brighton - -	40	6	21	1	6	3	16	1	77	April 1842.
Bristol and Gloucester - -	75	8	9	—	4	4	8	—	4	Sept. 1853.
Cheltenham - -	69	53	25	14	30	28	22	71	263	1849.
Derby - - -	40	20	18	4	10	7	7	12	22	Sept. 1851.
Home and Colonial	175	42	136	8	142	22	166	79	2,500	1836.
Norwich - - -	40	5	7	3	2	3	5	10	7	Christmas, 1854.
Salisbury - -	58	18	33	9	19	3	17	34	341	January, 1841.
Warrington - -	80	27	45	8	17	13	60	39	240	1848.
Whitelands -	100	75	25	26	16	36	21	45	292	1842.
York and Ripon -	30	11	13	2	18	4	18	4	86	1846.
Total - -	767	290	351	85	270	132	352	326	3,537	

Result - - - { Accommodation, for - - - 767
In residence - - - 641
Trained last year - - - 355
Admitted last year - - - 484
Trained since 1836 - - - 4,163

In this report I propose to lay before your Lordships some important facts connected with the professional training of the students, and with the general condition of the training schools. In some respects I have had better opportunities of collecting observations than in former years. In every institution I have had the advantage of being assisted by the inspector of the district. The reports which have been already presented upon the proficiency of students in the art of teaching and in reading, and upon the organization, the ability, and influence of the gover-

nesses and teachers, and the general efficiency of the system in each institution, rest upon the joint responsibility of myself and the inspectors by whom those reports have been countersigned. We devoted sufficient time to the inspection to enable us to hear all the students of the second year give lessons to the children in the model and practising schools, to attend lectures on a variety of subjects, especially on those connected with the science and art of teaching, given by the principals and governesses, and to confer fully with the officers and managers on all points which could be profitably discussed. Our main object has been to concentrate our attention upon the practical work of these institutions in the formation of schoolmistresses. We did not examine the students orally, and the only points connected with their instruction that we noticed during our visit were those in which a serious deficiency or failure had been noted at the previous examination (on paper) of Christmas, 1854. We wished more especially to impress the students with the conviction that we regard their personal habits, their character and demeanor, their aptitude for teaching, and zeal in the discharge of their duties, as matters of far more importance than any amount of ability and knowledge which they could display. The value of annual inspection depends mainly upon its tendency to counteract the admitted evils of merely intellectual competition, by giving due prominence to these essential points. The prosperity of the training schools must depend mainly upon the confidence which they inspire that the young women sent forth by them are sober-minded, industrious, and conscientious teachers, exemplary for moral character and religious habits, and efficient instruments in the great work of ameliorating the condition of the labouring classes. It is impossible to watch the indications of public opinion without feeling that these are the points upon which it is of the last importance that satisfactory information should be adduced. Without entertaining the apprehensions, I fully and entirely concur in the wishes, of those who regard the training schools exclusively in the light of places where practical teachers are to be formed. And I propose to devote the following pages chiefly to an inquiry as to the character, progress, and apparent results of such professional training, including all spiritual, moral, and intellectual influences brought to bear upon the students, with especial reference to their future station and duties. And here I must premise that no persons in this country are more deeply convinced of the paramount importance of such practical training, and of the secondary and subordinate value of mere head knowledge, than the managers and supporters of female training schools. I am quite satisfied if ladies who complain of the tendency of the existing system to produce an over-refined, instead of a practical race of teachers,

would visit the training school nearest their own residence, and would ascertain the views of the superintendents, and the regulations of the institution, they would find that to guard against such a tendency is the object of special care and precautions, and that the greatest pains are taken to inculcate those habits and principles which they justly regard as the first essentials in the mistress of an elementary school. It is by no means easy to judge of the general character even of the studies pursued in a large number of institutions by reference to examination papers, which are necessarily constructed so as to allow full scope to individual and even exceptional cases, and to do justice to those institutions which devote special attention to some branch of instruction. Nor is it fair to draw general inferences to the prejudice of the training schools because some young persons educated in them have afterwards given offence by bad taste, presumption, or neglect of duties. The course of instruction in each particular institution, in fact, is generally limited to those subjects which, after much inquiry and repeated experiments, have been ascertained to be compatible with good practical training and indispensable to intelligent teaching. And the cases in which former students have forfeited the good opinion of their employers are so few, compared with those in which they have given unqualified satisfaction, that the general result reflects high credit upon the persons to whom they owe their training, and justifies the assertion that more has been done than might reasonably have been anticipated, considering the early age at which these young women enter upon their difficult and responsible duties. I have often found that persons who were disposed to look with little favour upon the apparent extent of intellectual studies have satisfied themselves by such personal inquiry, that, so far from being neglected or undervalued, the practical duties and moral principles, to which they attach the highest importance, are, in truth, the foundation upon which the whole system of these institutions is based.

I now proceed to details. There are certain features common to all the training schools. There are others which in one training school are more prominent than in another. There are some which are peculiar to a few. The first point which appears to me to have a powerful tendency to give a right direction to the minds, and to influence the character of the students, is the position occupied in these institutions by the superintendent. This has been a matter of frequent discussion and serious consideration on the part of managers. It has been a question which of the following alterations would be most likely to work well. The chief authority might be vested in a resident chaplain, under whom the governesses on

the one hand, and the housekeeper with servants on the other, might conduct their several departments. Or the chief governess might be regarded as the head of the institution, having a matron under her control, and assisted by lecturers in those subjects which require special qualifications. Or, lastly, the acknowledged head of the house, the person to whom the students look up for advice and direction, and who has full power in matters of domestic order and general discipline, may be a lady superintendent, directly responsible to the managers for the good conduct of the institution, and its economical administration. The orderly working of every establishment depends chiefly upon the adjustment of the claims of its officers to such power as will enable them severally to do their duties without let or hindrance, and upon the strength and character of the recognized centre and depository of authority. The characteristic tendency of each institution is indicated at once by the person selected to hold that central position. After a fair trial of each of the alternatives just mentioned, it appears to be the general opinion of the managers that the following organization, upon the whole, is most likely to secure the object to which they attach most importance. A chaplain, acting also as secretary, directs the general work, conducts the examinations, and, besides having charge of the religious instruction, gives lectures upon such other subjects as may have attracted his special attention. There must be a sufficient staff of governesses, each with a clearly defined course of duties, liberally paid, and treated with all due consideration—and a lady, generally the widow of a clergyman or professional man, as the resident superintendent. This is the constitution of the training institutions of Whitelands, Bristol and Gloucester, Derby, Bishop's Stortford, Cheltenham, and Norwich. At the Home and Colonial School Society's institution there has hitherto been a subdivision of authority, owing to the great number of students and the inconvenient arrangement of the premises. This will no longer be the case, and one such superintendent as I have described will ere long be appointed. In other respects, the organization of that institution is complete and efficient. At Warrington, York, and Ripon, the position of the matron is subordinate; at Salisbury and Brighton, the superintendents have hitherto taken a large share of the teaching. These cases are obviously exceptional; they have, indeed, produced most remarkable results, but the system is one which it would not be desirable to perpetuate, even were it possible to find persons equally qualified to carry it on with success. For, in fact, the work of either department is quite sufficient to test the full powers, and occupy the whole time, of the ablest and most diligent superintendent, and the system is not the one best

calculated to secure that which I regard as a special and most practical advantage of the position assigned to the superintendent. It represents to the students the principles of order, discipline, and domestic authority. They are aware that, though her attainments may be equal to those of the certificated governesses, and her abilities even of a higher order, it is not because of those attainments or abilities that she is placed at the head of the institution, but because the managers have confidence in her principles, her character, and discretion, and are satisfied that her influence will produce deep and abiding effects upon the hearts of those who are intrusted to her care. The more strongly this is felt, the better for the practical effect upon the students. As a general rule, the best system is undoubtedly that which, as the experience of many years has shown, combines economical management with ample opportunities for mental cultivation, and for a thorough training in the science and art of teaching. The justice of these observations will be more readily admitted if the duties assigned to the superintendent are taken into consideration. The following remarks apply with full force to several, and in some degree to all the training schools. In the first place, the superintendent is the person charged with the moral discipline. The students apply to her on all occasions of difficulty for advice and direction. None of them enter or leave the premises without her permission. It is her duty to watch all indications of character, to repress, discreetly but firmly, all tendencies to habits which might hereafter impair their influence as schoolmistresses, to give a religious character to the daily routine of employment, and to teach them to "make a conscience" of all their ways. It must be borne in mind that the students are young women between eighteen and twenty-two years of age, in many respects well prepared to follow the studies and profit by the training of these institutions, yet bringing with them, very often, notions that need to be rectified, and habits which require the utmost vigilance and care. Some of them belong to the middle classes, daughters of professional men who have died before they could make provision for their families. As the foregoing table shows, nearly one-half are Queen's scholars, who are generally equal to the former in attainments, especially in knowledge of Holy Scripture, and far superior to them in the practical ability to manage children, but not less in need of training in personal habits. It is the duty of the superintendent to impress upon all these young women the stamp of her own character,—to give a womanly tone to their minds, and to prepare them for the special responsibilities of the station which they will be called upon to occupy. Secondly; with regard to one important point, there has been some difference of opinion

among managers. While all agree that a tendency to finery and love of dress is a besetting temptation of young women, and one that, if unchecked, will be peculiarly detrimental to their influence, it has nevertheless been questioned how far it is advisable to repress its manifestation in the training school by positive rules and restrictions. In some places the students have worn an uniform, either partial (for instance, caps in doors, and cloaks out of doors) or complete, at all times and places. To this it is objected that it gives no opportunity of watching and correcting symptoms of bad taste, that the uniform is distasteful, and not merely discarded on leaving the institution, but frequently replaced by a dress the most opposite possible in form and colour, as soon as the young women are in situations of comparative independence. Such cases have occurred in my own district quite often enough to make me feel the justice of the observation, and to doubt the expediency of such a rule. In other places the students have been allowed to choose their own dresses, and to wear whatever ornaments they like. This is done on the ground that they are responsible agents, and are less likely to run into offensive excesses afterwards, if permitted to indulge their taste in early life. I own that the reasons for such a course do not appear to me to have much weight, nor have I found that the ladies interested in training schools, or the superintendents themselves, are satisfied either with the immediate results, or the probable consequences, of this system. For my own part I am quite satisfied that the plan generally adopted is practically the best; that, namely, which gives the superintendent full authority to counsel and direct the students in the choice of their dress, and to prohibit ornaments unbefitting the station and duties to which they are called. The time now required for training is sufficient to give the force of habit to regulations which rest on rational principles and are enforced by a motherly influence. A young woman may feel some annoyance when compelled at first entrance to lay aside some cherished decoration, but she must be in other respects unfitted for the office of teacher if she does not learn in the course of two years to recognize the propriety of the restriction, and to adopt from choice a style of dress that will be approved by her superiors, and offer a good model to the children, and especially the pupil-teachers, who will be under her care. I have felt myself justified in speaking very strongly to the students upon this point. I believe there is a great and general improvement. I can answer for the general wish of managers that the students should be dressed with extreme simplicity. Those who spend too much in dress are comparatively few in number; yet even these exceptions do serious injury to the cause of education. Where I have found a strong pre-

judice against the present system, I have generally ascertained that it rested mainly upon reports, more or less founded, of extravagance and bad taste shown by the mistresses of elementary schools in the neighbourhood. Thirdly; the superintendent is charged with the instruction of the students both in the theory and practice of domestic economy. I will describe the course adopted fully in some, and pursued or attempted with certain modifications in nearly all, of the training schools. The superintendent gives oral lessons, or, in conjunction with one of the governesses, prepares a regular series of lectures on those subjects which can be advantageously discussed in such a form. I attach great value to these lessons. This year I have received a syllabus of the course pursued in more than one institution. From these it is clear that the best books now extant have been carefully consulted, and that the personal experience and judgment of the superintendent have been brought to bear upon the subject. A plan now generally adopted is found to have the happiest results. Written questions are proposed to the students at fixed intervals, and the answers are revised by the superintendent, and afterwards discussed in a familiar and motherly way in her own apartment.—These little conferences are much valued by the students, and afford peculiar opportunities of observing indications of character, correcting erroneous notions, and giving practical and judicious information. Among the subjects so discussed, I find the following:—The income and expenditure of school-teachers and of cottagers; advice upon furniture, food, clothing, the management of a sick room, the duties of domestic servants; in short, all those points upon which questions are proposed, at the examinations either for certificates or for prizes given for the special encouragement of practical knowledge of household matters. I have recommended superintendents who had not hitherto followed this plan to take it into consideration. In the next place, the superintendent takes care that the household work done by the students is done properly. A great deal of housemaid's work devolves upon the students in every institution. It has not been found expedient to make them scrub the passages, or do the heavy work of the laundry. In one institution, where the managers were fully resolved to give a thoroughly industrial character to the whole system, that kind of work was discontinued, after a fair trial, by the unanimous consent of the committee, and at the request of the superintendent. The time and strength so economised has received a more really useful direction. The students there and in some other places, though not in all, learn all kinds of cooking, the fine work of the laundry, and the practical details of household economy. For instance, a small party of students, three or four at a time, are

allowed a certain sum of money for the week, during which they purchase their own provisions, and prepare their meals, without assistance, in a small kitchen furnished with just the same kind of apparatus as they ought to have in their own houses, when they become teachers. This is done occasionally at Whitelands, Salisbury, and Bishop's Stortford. I am of opinion that a similar plan might be generally adopted with great benefit to the students, and I believe that managers might obtain assistance from your Lordships towards the cost of the needful buildings and fixtures. I feel much satisfaction in stating that, so far from interfering with other instruction and professional training, these household details are most complete in institutions where the general proficiency of the students is entirely satisfactory. The superintendents inform me that the students most remarkable for ability and knowledge are those who are the most interested and successful, as a general rule, in such practical matters. This coincides with my own observation. In my district the best industrial schools are, I believe, without an exception, the most remarkable for good discipline and general proficiency in all subjects of instruction. Among the pupil-teachers who have stood highest at the examinations for Queen's scholarships are some who, to my knowledge, have been most carefully trained in domestic matters. The habits of diligence, neatness, intelligence, and activity equally mark the good housekeeper and the good scholar, when no excess of sedentary study is permitted; and the tendency to over-excitement of the mental faculties is most effectually counteracted by such attention to practical duties. I have dwelt upon these points, because I fully concur in all that is said about their importance, and am both anxious that the good now done, or attempted, may be recognized, and that those institutions which have hitherto paid less attention to these details may take them into serious consideration. I would also call attention to these facts. *The only subject that has been introduced* into the training institutions in order to meet the requirements of our annual examination *is that of domestic economy.* All other examination papers, since I have been charged with the inspection of training schools, have been framed with reference to the subjects already studied and the text-books which I found in use, and with the intention rather to limit than to extend the course of studies; but this paper was intended to introduce, and has had the effect of introducing, a class of reading books previously unused, and also of disposing the managers to allow a fair proportion of time to the lectures and examinations upon things which, though "common" and necessary, had formerly no place in the time table of any institution. Again, the examination in needlework,—including the cutting out, fixing, and doing all the plain work which in the

opinion of the most experienced superintendents is likely to be useful to a schoolmistress,—has been carried on for the last four years at my suggestion. The examiners of the needlewokr, who are professional needlewomen, inform me that the work of the students is much better than that of the mistresses who attend the examination for certificates. At the last examination the result was exceedingly satisfactory. There were 320 candidates who had completed the first year's course of training. The marks for needlework were as follows:—6 excellent, 102 good, 138 fair, 69 moderate, 13 imperfect or bad. Again, 169 candidates had completed the second year's course; the marks were 14 excellent, 87 good, 51 fair, 15 moderate, *none imperfect or bad.* It is the opinion of the needlewomen who gave these marks that all those who obtained a higher mark than "moderate" are fully competent to teach every kind of plain needlework. So that, of 169 young women who have been completely trained, only 15 are below the proper standard. This fact appears to prove in a most satisfactory manner that due pains are taken in most institutions to instruct the students in this art so essential to a schoolmistress. I am aware that complaints are sometimes made that mistresses now have not time enough to *prepare* the needlework in schools, and am willing to admit that special care is needed to check any tendency to neglect this and other practical details; but the statement of the ablest teachers in my district convinces me that the want of time is a mere excuse, and that the best work is produced in the best schools.

An addition to some of the training schools, as I am disposed to think, might be made with great advantage. Every training school has one or more practising or model schools. Indeed, an institution can scarcely be regarded as complete without two schools at least; one for infants, and one for girls or for young boys and girls. Large institutions ought to have distinct schools, as types and representations of the various kinds of organization with which the teachers will have to deal. In some of these schools there are many pupil-teachers, and I would recommend that they should receive careful instruction in all housekeeping matters during their apprenticeship, on one or other of the following systems.

1. The mistress of one or more of the schools may reside in a separate house with her pupil-teachers, and a small number of girls about the same age, to be trained as domestic servants, or if they show any special aptitude for teaching, they may be admitted at a later age into the training school. The industrial institution at Highgate might be taken as a model, which could, without difficulty, be adapted to the special circumstances of any locality. I am satisfied that the addition of such a school would meet some urgent wants, and materially contribute to the

prosperity and popularity of our training schools. It could, to a certain extent, be used as a place to which pupil-teachers might be transferred in the later years of their apprenticeship, according to the plan so strongly recommended by my colleague, the Rev. J. P. Norris. It would give the students an opportunity, much wanted, of learning by personal observation the specialities of industrial training; for I would recommend that two rooms in the dormitory should be occupied in succession by the students, under regulations approved by the managers. It would also go far towards allaying the apprehensions and meeting the reasonable wishes of many who withhold the support so much needed by these institutions, on the ground that no sufficient provision is made for what they consider to be the greatest desideratum in the education of the poor. I have discussed this question with the managers in more than one training school, and have found that they heartily concur in the principle, and are only deterred from carrying it into effect by the probable expense and the difficulty of providing for the superintendents.

2. As an alternative which would secure many of the advantages which I have mentioned, without involving so much expense, I would commend the following plan to the consideration of managers:—A good kitchen, with scullery and outhouses, may be used by the pupil-teachers apprenticed to the schools, under the superintendence of one or more of the teachers. In that case, the pupil-teachers should dine at least, or, if convenient, board altogether, at the school, with the mistress and two students in rotation. The pupil-teachers and students should prepare the meals, and a very accurate account of all items of expenditure should be kept by the teacher, and fully explained to the pupil-teachers and students. I would further recommend the trial of a plan which has been found very successful in a good elementary school in my district. The pupil-teachers, under the direction of the mistress, prepare all kinds of food prescribed by medical men for the sick poor in the neighbourhood. The expense is defrayed from the funds of the district visiting committee. This gives the pupil-teacher an opportunity of learning several delicate processes of cookery which could not otherwise be attempted; nor is the good feeling which such a plan creates or fosters between the apprentices, the poor who receive such relief, and the ladies of the district, an unimportant consideration. It is also satisfactory to know that the two pupil-teachers who were so employed in that school obtained first-class Queen scholarships, first-class certificates, and are now in charge of good schools. In addition to cookery, all other household work required in such an establishment ought to be done by the apprentices, assisted by the students, and under the direction of the teacher. In an ap-

pendix to this report I insert a letter (*Appendix C.*) which shows how this can be done without interfering with the routine of school-work or the instruction of the apprentices. The managers of the Home and Colonial School Society's institution, who always show the greatest willingness to try any experiments which are likely to issue in practical benefit to the cause of education, have determined to make trial of such a system without delay. With so many intelligent apprentices and well-trained teachers, they will be able to do this very thoroughly; and if they are satisfied with the results, as I doubt not they will be, such an example will produce a powerful effect upon the conductors of elementary schools. With your Lordships' sanction, I will bring the matter before the authorities of all the training schools in my next tour of inspection, and ascertain to what extent and under what conditions they may generally be disposed to entertain one or other of these alternatives. It is indeed a question of very great moment, with regard, not only to the training schools, but, to the female pupil-teachers in general. The most experienced managers and superintendents are of opinion that an early and uninterrupted training in industrial and economical employments, beginning at school, continued through the term of apprenticeship, and completed in the training schools, will have the happiest effects upon the character, physical well-being, and condition of teachers. It will be a most effectual means of creating a true and hearty sympathy between them and the class of persons whom they have to instruct. It will teach them the true dignity of labour, and satisfy them and their employers that mental cultivation and refinement of manners are not only compatible with, but highly conducive to, habits of household industry.

It will not be necessary to dwell at length on other matters connected with the professional training of the students, since they have been very fully discussed in the reports of the two preceding years. The following remarks are suggested, for the most part, by improvements lately introduced, or by desiderata which I believe still to exist, in the system or organization of this department.

1. Increased attention is yearly given to the lectures on the science and art of teaching. I have invariably made a point of attending some of these lectures, and of carefully examining the text-books and the syllabus of the course prepared by the teacher of method. They are, for the most part, too full, both in the discussion of general principles and in the details of method, to be printed, as I had intended, in the form of an appendix. I have recommended the lecturers to communicate frequently with each other, and as soon as possible to *print* one complete syllabus, which, after circulating for some time among the officers of these institutions, may be published, and recommended for general adoption. The reports which I and my

colleagues have this year made upon the lecturers have been very favourable. We have been especially struck with the evident determination of most lecturers to investigate the principles on which all details of school-keeping are based, and to bring those principles to the test of practical application. It would be invidious to select individuals for special notice, when so many deserve commendation; but we have observed that this important work is best done where the lecturers are charged with the general superintendence, without being burthened with the exclusive management of the normal or practising schools. We are also generally of opinion that it would be highly expedient to modify the regulations that apply to professors in all training schools, so as to induce managers to pay a sufficient salary to an officer qualified to give good lectures, and to raise the organization and method of the elementary schools to the highest state of efficiency. At the Home and Colonial institution, and at Whitelands, Warrington, Cheltenham, Norwich, and Salisbury, these duties are discharged by male professors of considerable ability; but I am convinced that there is no reason to exclude females from the office, and that many who have been trained within the last few years will hereafter be fully competent to do the work. I am, indeed, of opinion that it is advantageous to employ females as much as possible in every department. The influence of womanly character cannot too strongly pervade institutions in which the educators of Englishwomen are trained.

2. With regard to the conduct or organization of the practising schools, it is evident that the repeated discussion of the important questions connected with this subject have produced a practical effect. It is now more generally admitted that the efficiency of the institutions depends, to a great extent, upon the condition of these schools, and that the students ought to have before them a model for imitation, as well as an opportunity of practice; indeed that, of the two, the former is the most important, especially for that large proportion of students who have been apprentices in elementary schools. At Whitelands, new buildings for a complete set of model schools have lately been erected at a considerable expense. The practising schools of the Home and Colonial Institution, which have always been remarkable for the efficiency of their internal organization and methods of instruction, will be rebuilt in the course of this year. At Warrington great improvements have been made lately. At Brighton, Cheltenham, and Derby, new and well arranged schools have been built within the last twelve months. Some alterations have been made at York. The schools at Norwich are in a very satisfactory state. Nor can any fault be found with the handsome and well-appointed school-rooms at Bishop's Stortford, or with the system of instruction conducted by teachers

trained in that institution. Still I am of opinion that more may be done in most places, and that increased attention ought to be given to the following points. The time spent by the students in the practising schools, the work which they do in them, the notes which they prepare previously, and the accounts which they write of what they have observed, are matters of the highest importance, but there is a remarkable want of uniformity with regard to them. From the returns which I have received, stating how many days have been passed in the practising school by each student who has been 15 months at least in residence, I observe that the average varies from 70 to 340 days.

TABLE showing NUMBER of HOURS passed by STUDENTS in PRACTISING or MODEL SCHOOLS between January 1854 and date of Inspection:—

	Number of hours varied			Date of Inspection.
	From	To	And averaged about	
Bishop's Stortford	130	350	240	June 28, 1855.
Brighton	116	190	178	May 31 „
Bristol	No returns.			
Cheltenham	75	135	80	April 18 „
Derby	No returns.			
Home and Colonial	300	350	340	October 2 „
Norwich	79	160	148	Sept. 19 „
Salisbury	36	105	70	June 7 „
Warrington	70	120	90	June 22 „
Whitelands	250	350	340	July „
York and Ripon	200	280	245	May 23 „

It is expedient to publish this return for the information of managers; but the returns will probably be complete and more accurate next year. In the meantime, it is important to remark how much time is devoted to this most practical part of a schoolmistress's training in some institutions. Upon inquiring into this subject, I find that only a few students have a complete series of notes upon school-work, collected during their training, and carefully revised. It is desirable that some general rules should be adopted; that a minimum time should be fixed; and that the books containing the notes of the students should be produced at the end of each quarter or half-year, with a special report prepared by the teachers of method.

I have recommended that the inspector of the district should visit these schools frequently; not that he should make any official report, or even examine the children or pupil-teachers; much less that he should interfere with the course of instruction; but, as the school is or ought to be really a model for

the whole district, it is desirable that he should be conversant with all its details, and have every opportunity of conferring with the superintendent and teachers. An official report, once a-year, should be made conjointly by the inspector of training schools and the inspector of the district; the latter being entirely responsible for the details, the former directing attention chiefly to the general condition of the schools compared with those attached to other institutions.

I have now to lay before your Lordships the joint reports of myself and the district inspectors upon the oral lessons given by the students who had previously passed the first year's examination. The change which I proposed in 1854, and which, with your Lordships' sanction, has been carried into effect, has given much satisfaction to the managers. Instead of hearing these lessons in the interval of the Christmas examination, we now hear them at our annual visit of inspection. We allow each student to give a lesson of half an hour without interruption, and, after comparing our marks, enter the result, with our joint signature, in a common form. When we have ascertained that our standard is the same, we hear the remaining lessons separately. This change has removed some grave objections which were formerly made against the system. The students are certainly not put to any unfair trial, nor is their nervous system unduly excited; in fact, they have long been habituated to teach in the presence of keen observers, and to listen to searching criticism; and they are aware that in future much of their daily work must be done under similar circumstances of publicity and excitement. But it has been questioned whether reliance can be placed upon the judgment of the inspector, formed in half an hour, and resting upon the observation of a single lesson. I can only answer, first, that some important points can be ascertained absolutely under these circumstances, such as the correct use of language, earnestness of manner, power over children, facility of illustration, and knowledge of a given subject, carefully selected for the purpose of testing the students' ability and skill in teaching; and, secondly, that, in consequence of such a doubt expressed at the time of inspection, I have, in many institutions, requested the principal and the teacher of method to make out severally a list of the students, with a statement of their own estimate of their comparative ability as teachers, and after completing the report, which is signed by myself and my colleague, I have compared the results. In the case to which I have just alluded, we found that in twenty instances our marks coincided, and the arrangement was precisely the same, while we had placed two only higher in the list, on account of the favourable impression made by their demeanour, an impression which, as we were informed by the principals, was quite in accordance with their own esti-

mate of the personal character of the candidates. This instance went beyond my expectations; but the result of the comparison in other institutions has strongly confirmed me in the opinion that, with due care, an experienced inspector is not likely to make any serious mistake in estimating the ability of teachers under these circumstances. With regard to the comparative efficiency of the institutions in the art of teaching, I feel less certain as to the accuracy of the tables printed in the appendix, or, rather, as to the correctness of the inferences which they may suggest. The judgment is imperceptibly, perhaps inevitably, biassed by the general circumstances of each institution. When we know that great ability and unusual pains have been brought to bear upon the training of the students, we naturally anticipate higher results, and are more struck by comparative failures and shortcomings. On the other hand, it is scarcely possible not to give higher marks when a few only rise above a moderate level. This may not be unjust to individuals. A girl who gives a good lesson, not having had very perfect models before her, nor having received very efficient training, has within her the power which, with good principles and industry, will make her an able teacher; while mediocrity in one who has had every advantage of systematic training is a most unfavourable indication of character and capacity. But it is scarcely fair to the institutions themselves, and I cannot look at these tables without feeling that they do not adequately represent the real state of the case. I think it but just, therefore, to make the following remarks. The lessons which showed the most careful and systematic training were those given by students at the Home and Colonial institution, and at Cheltenham, Whitelands, and Bishop's Stortford. The comparatively large proportion of moderate or unsatisfactory lessons at Derby and Warrington is to be accounted for by the circumstance either that the practising schools have not been completed long enough to give the students sufficient opportunities of practical instruction, or that they have been organized, until lately, upon an imperfect system. In each of the institutions at the last-mentioned places, measures have been adopted which have already effected a great improvement, and will, in all probability, supply all that is necessary for complete training. At Warrington and Salisbury, two male professors, thoroughly conversant with the details of elementary instruction, the one formerly an organizing master of the National Society, the other a clergyman who distinguished himself at St. Mark's, now give lectures on education, superintend the practising schools, and criticise the lessons of the students. At Brighton, Bristol, and Norwich, due attention is bestowed upon the teaching by officers of great skill and ability. At York and Ripon, where the results in other points are generally satisfactory, the provision made for

professional training is not sufficient; but the good sense of the superintendent, seconded by the mistress of the practising school, compensates to some extent for the want of a more complete system. Upon the whole, I have to record an opinion, in which I feel warranted to assert that my colleagues will generally concur, that the lessons given by students are steadily improving in the essential points of good arrangement, correct and useful information, and still more in happiness of illustration, and the art of eliciting the faculties, attracting the attention, and impressing the hearts of children.

I proceed to consider the progress made by students in the various subjects of examination. In previous reports I have more than once discussed the question, how far the course of instruction actually pursued is adapted to the capacities of these students, and to the special objects of their professional training. It might, therefore, be sufficient to refer to those reports, especially to that which I presented to your Lordships in 1853; but it is impossible to read the debates on education in either House of Parliament, or to listen to the opinions current in all classes of society, and not to feel the necessity of stating on every fit occasion the principles on which the educational system of the training schools is based, and by which the inspectors are guided in proposing questions and revising the answers of candidates. If any part of the course were superfluous, or calculated either to overtax the powers of the students or to give a wrong direction to their minds, it would undoubtedly be an evil of no ordinary magnitude. A wrong tendency in the training schools would be speedily felt in its effects throughout the country; the stream of knowledge would be tainted at its source, and the progress of mental enlightenment would undergo a disastrous check. I will, therefore, state once more the facts that bear most strongly on these questions. The course of instruction may be divided under two general heads. The first includes all those subjects to which no objection can possibly be made by any person who wishes that girls should receive the plainest education. The second includes those which have sometimes been animadverted upon with some severity by persons eminent in their position and character. A further question may be raised, common to both heads, viz., the extent to which it is desirable that each subject should be pursued.

Under the first head I place these subjects:—

Holy Scripture,
The catechism and liturgy,
Arithmetic,
School management,
Domestic economy.

Under the second head I place:—

Geography,
Grammar,
English history,
Music,
Drawing.

If the examination were limited to the first class of subjects, it would not materially affect the results of the examinations for certificates. It can be shown that, since the examinations began, not a single candidate has failed to obtain a first or second class certificate who acquitted herself satisfactorily in the papers upon these subjects. Indeed, the two papers on Scripture and arithmetic alone have always afforded a sufficient index to the ability and attainments of the candidates, and those students who obtain high marks for them invariably stand among the first in other subjects.

With regard to the difficulty of the questions and their alleged unsuitableness to the persons for whom they are intended, the following facts should be borne in mind:—

1. Very complete and satisfactory answers to each and all the questions are given at every examination by several candidates.

2. The questions are proposed with special reference to text-books used in the various training schools. This point is of great importance. It is the fairest mode of examination. It corrects the tendency to vague and desultory reading. It gives security to the teachers and candidates that their labour will not be thrown away or unappreciated. But it has this obvious and inevitable inconvenience, viz., that persons who look over the questions, without reference to the text-books, may be much deceived as to their difficulty. Some questions which have been objected to on this ground could be answered by any intelligent girl who had been carefully instructed in the reading books universally used in elementary schools and approved by the most practical educationists.

3. A very large proportion of candidates who have been pupil-teachers have been repeatedly examined (indeed, none less than five or six successive years, by Her Majesty's Inspector, and far more frequently by school managers and officers of the training schools) in every one of these subjects, before they come up for a certificate. I can truly assert that the papers which have been set by me for the last few years are easier, and demand less extensive reading, than those which are placed in my hands by the authorities of most of the training schools at my annual visit of inspection.

Proceeding to the second class of subjects, I apprehend that very few persons indeed would now hold that any one of them ought to be excluded entirely from the most elementary course

of instruction. But the observations touching the apparent difficulty of the examination papers apply with greater force in reference to these subjects. I doubt whether papers, which would elicit the knowledge of ordinary students, or do common justice to the exertions of their teachers, could be set which would escape blame or ridicule from hasty or prejudiced readers. I have, however, endeavoured to avoid questions which seemed open to cavil, and likely to mislead the friends of education. At every tour of inspection, I have invariably submitted the whole set of papers of the previous examination to the officers and committees of management. I have found, as I fully expected, that several members of the committees were disposed to look with much apprehension at the forced development of intellectual faculties, and the quantity of out-of-the-way knowledge which seemed to be required by our examinations. But I have not found any who, upon full inquiry, adhered to the opinion that any one of these subjects should be omitted altogether, or who expressed themselves dissatisfied with the explanation which I have given touching the amount of information which would be deemed sufficient by the examiners.

The preceding observations are illustrated and confirmed by certain results of the Christmas examinations of 1854 and 1855, which I will now lay before your Lordships.

The two subjoined tables present a summary view of the proficiency of the candidates in each subject:—

TABLE showing GENERAL RESULTS of EXAMINATION in DECEMBER 1855.

FIRST YEAR'S STUDENTS.

——	Holy Scripture.	Catechism, &c.	Arithmetic.	Needlework.	English Grammar.	English History.	Geography.	Domestic Economy.	School Management.	Notes of Lessons.	Music.	Drawing.
Bishop's Stortford-	F.	M.F.	M.	G.	M.	F.	F.	M.F.	V.M.	M.F.	V.F.	V.M.
Brighton - -	M.	M.	V.M.	F.	M.	M.	F.	M.	V.M.	M.	V.M.	M.
Bristol - - -	M.	M.	M.	M.	F.	F.	M.F.	M.F.	M.	M.	V.M.	Imp.
Cheltenham - -	F.	F.	F.	M.F.	F.	V.F.	M.	F.	M.F.	M.	M.F.	V.M.
Derby - - -	F.	M.F.	V.M.	F.	M.	F.	M.F.	F.	M.	M.F.	Imp.	M.
Home and Colonial	M.F.	M.F.	F.	V.F.	M.F.	F.	F.	F.	M.F.	F.	M.F.	V.M.
Norwich - - -	M.	V.F.	M.	F.	M.F.	F.	M.	M.	M.F.	M.	V.M.	M.
Salisbury - -	V.M.	M.F.	M.	V.F.	V.M.	M.F.	V.M.	M.F.	F.	M.	M.F.	F.
Warrington - -	M.F.	M.F.	M.	V.F.	M.F.	F.	F.	M.	F.	M.	M.	Imp.
Whitelands - -	M.	V.F.	F.	F.	F.	M.F.	F.	F.	F.	M.	V.F.	Imp.
York and Ripon -	M.F.	M.F.	M.F.	V.F.	F.	M.F.	F.	M.F.	M.F.	F.	M.	V.M.

Explanation of marks:—Ex., excellent; G. or V.G., good or very good; F., fair; M.F., between fair and moderate; M., moderate; Imp., imperfect.

GENERAL RESULTS of EXAMINATION in DECEMBER 1855.

SECOND YEAR'S STUDENTS.

	Holy Scripture.	Catechism and Liturgy.	Arithmetic.	Needlework.	English Grammar.	English History.	Geography.	Domestic Economy.	School Management.	Essay.	Report of Her Majesty's Inspectors on Teachers.	Music.	Drawing.
Bishop's Stortford-	V.G.	V.F.	V.F.	V.G.	M.F.	V.F.	F.	V.F.	F.	V.F.	V.G.	F.	M.
Brighton - -	F.	F.	F.	G.	M.	F.	F.	V.F.	M.	F.	V.F.	F.	F.
Bristol - - -	G.	F.	V.F.	G.	M.	V.F.	G.	G.	V.F.	F.	G.	Imp.	M.
Cheltenham - -	G.	M.F.	F.	F.	M.	G.	F.	V.F.	M.	V.F.	G.	M.	V.M.
Derby - - -	F.	F.	F.	V.F.	M.	F.	F.	V.F.	M.	M.F.	F.	V.M.	M.
Home and Colonial	F.	F.	G.	F.	M.F.	V.F.	F.	V.F.	M.F.	V.F.	G.	F.	M.F.
Norwich - -	G.	M.	V.F.	F.	F.	V.G.	F.	F.	M.	G.	G.	M.F.	F.
Salisbury - -	G.	F.	F.	V.G.	M.F.	V.F.	F.	F.	M.F.	V.F.	V.F.	F.	M.F.
Warrington - -	F.	F.	M.	G.	M.F.	G.	F.	V.F.	F.	F.	V.F.	M.	M.
Whitelands - -	V.G.	F.	V.F.	V.F.	F.	G.	F.	G.	V.F.	V.F.	G.	F.	M.F.
York and Ripon -	V.G.	V.F.	G.	F.	M.	V.F.	G.	F.	M.	V.F.	V.F.	F.	M.F.

In my remarks upon these tables, I shall here confine myself to candidates who have completed their second year. Their progress obviously affords the fairest test of the efficiency of the instruction in each institution.

HOLY SCRIPTURE.

The proportion per cent. of candidates who obtained the marks excellent, good, or fair, and who may therefore be considered as possessing a satisfactory knowledge of the subject, was as follows:—

	1854.		1855.	
	Per cent.	No. of Candidates.	Per cent.	No. of Candidates.
Bishop's Stortford - -	100	16	100	20
Brighton - - - -	100	4	100	3
Bristol - - - -	No candidates.		100	5
Cheltenham - - -	100	3	100	22
Derby - - - -	75	8	100	12
Home and Colonial - -	No candidates.		84	25
Norwich - - -	100	2	100	4
Salisbury - - -	62·50	16	100	17
Warrington - - -	83·34	18	69·24	13
Whitelands - - -	100	35	100	41
York and Ripon - -	100	2	100	7

Thus it appears that at the last examination only eight students, out of 169, obtained so low a mark as "moderate" on the most important of all subjects. I observe, further, that 14 obtained the highest mark that could be given, answering the most difficult questions to the perfect satisfaction of the examiners; and 96 were marked "good." I have looked over these papers carefully, and can testify that the answers of several of the students display so accurate and extensive a knowledge of Holy Scripture, and are expressed in language at once so correct and so reverential in tone, and so indicative of real mental refinement, as to reflect the highest credit on their instructors, and to justify confident hopes of their own future success in moulding the principles and improving the minds of the children who may be committed to their charge. I must further remark, that on no subject of the written examination are the questions really more difficult than those in the supplementary sections of this paper, yet in none is the success of the candidates more striking and general.

ARITHMETIC.

—	1854.		1855.	
	Excellent, good, or fair.		Excellent, good, or fair.	
	Per cent.	No. of Candidates.	Per cent.	No. of Candidates.
Bishop's Stortford - -	62·5	—	90	—
Brighton - - - -	75	—	100	—
Bristol - - - -	—	—	80	—
Cheltenham - - -	100	—	63·64	—
Derby - - - -	25	—	58·34	—
Home and Colonial - -	—	—	80	—
Norwich - - - -	100	—	100	—
Salisbury - - -	31·25	—	82·36	—
Warrington - - -	55·55	—	46·16	—
Whitelands - - -	97·15	—	85·38	—
York and Ripon - -	50	—	71·43	—

At the last examination, the total number of satisfactory papers on this subject was 133, and of unsatisfactory, 38. It is evident that the improvement which I remarked last year is still in progress; but it is equally evident that the difficulty of teaching young women to work sums with perfect accuracy, and to understand thoroughly the principles of arithmetic, is not yet surmounted. It is not satisfactory to find that 38, who finished their training last year, have either an imperfect or moderate knowledge of a subject which, in practical im-

portance, stands only second to Scriptural knowledge. Due allowance must, however, be made for the fact that a large number of students, of those especially who have been educated in private schools, are grossly ignorant of this subject at their entrance. The progress in the second year must also be regarded as, comparatively, more satisfactory than in the first. Of 320 candidates at the end of their first year's training, 64 were unable to work easy sums correctly, and only 170, little more than one-half, passed a satisfactory examination.

The following table shows the proportion of good or fair and of unsatisfactory papers, on all other subjects of examination:—

	December 1855.	
	Excellent, good, or fair.	Lower mark.
Catechism, &c.	114	55
Reading	163	6
Domestic Economy	144	25
School Management	94	75
Essay	146	23
English History	150	19
Geography	134	35
English Grammar	87	82
Music	84	85
Drawing	48	121
Needlework	154	15

These results are satisfactory in some important points. I have already spoken of the needlework, but cannot pass it over now without remarking that the proportion of unsatisfactory marks was lower than any subject of instruction, excepting Holy Scripture. *Not one candidate was noted for imperfect or bad needlework.* The marks for "reading," given by me and the district inspector who assisted me, at each training school, were certainly higher than I should have anticipated. The proportion of good or fair reading at Bishop's Stortford, Salisbury, Whitelands, Bristol, Brighton, and York was perfectly satisfactory. In two institutions only did we feel it necessary to direct the attention of the managers to the apparent want of proper instruction in this art, which is of the highest practical value to every schoolmistress. The paper on the catechism and liturgy, which included some easy questions on portions of church history, of general interest, were less satisfactory than those on Holy Scripture. It must not, however, be supposed that the

fessors are persons of ability, and a fair proportion of time is allotted to the subject, do and must act as a serious discouragement. It seems important to distinguish between that degree of practical skill that can be useful to the mistress of an elementary school, and that which indicates a peculiar taste for this accomplishment. The managers of training schools would seriously protest against any requisitions that would withdraw the attention of students from elementary subjects, and occupy time which ought to be devoted to their professional training.

In this part of my report I have confined my observations to students of the second year. I regret to state that a large proportion of failures occurred among the first year's students. This was owing to the circumstance that several very young girls, even under sixteen years old, were presented for examination. I have entered somewhat minutely into these points, on account of their great importance to the managers of training schools. I conclude them with a reiteration of my opinion, that, the course of instruction in these institutions includes all that properly appertains to elementary education, and does not include any subjects that are not requisite for an intelligent and well-informed teacher in a good elementary school.

Financial Condition and Prospects of Training Schools.

The following tables give a full account of the income and expenditure of the training schools for the two last years ended 31 December 1854 and 1855. The latter table is the first complete statement which I have been able to obtain.

FOR YEAR ENDED 31 DECEMBER 1854.

NAMES OF TRAINING SCHOOLS.	INCOME.													
	Endowment.	Annual Subscriptions.	Grants from Diocesan Boards of Education.	Fees of Students (paid by themselves).	Fees of Students (paid by Private Patrons).	Queen's Scholars.	Certificated Students.	Public Exhibitions.	Private Exhibitions.	Collections in Churches.	Contributions to Building Fund.	Fees of Practising Schools.	Other Sources.	TOTAL.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bishop's Stortford	– – –	627 17 9	200 0 0	132 13 0	90 0 0	393 6 8	183 6 8	– – –	– – –	– – –	– – –	26 5 0	18 8 0	1,681 17 1
Brighton	– – –	– – –	290 0 0	138 10 0	70 15 0	66 13 4	43 6 8	– – –	– – –	– – –	– – –	63 10 6	86 9 10	769 5 4
Bristol and Gloucester, and Oxford.	5 0 0	460 3 0	195 0 0	104 10 0	– –	53 6 8	70 0 0	– – –	– – –	121 18 8	– –	19 8 7	11 8 0	1,085 14 11
Cheltenham	– – –	– – –	– – –	– – –	– –	– – –	– – –	– – –	– – –	– – –	– – –	– – –	– – –	– – –
Derby	– – –	– – –	300 0 0	378 1 0	– –	192 10 0	190 0 0	10 0 0	10 0 0	– – –	– – –	– – –	1,080 11 0	
Home and Colonial	– –	2,249 9 2	– –	2,635 14 10	440 13 10	396 13 4	783 16 8	– – –	– – –	– – –	– – –	187 6 2	228 2 7	6,921 6 7
Norwich	– – –	220 0 0	302 2 8	90 0 0	– –	80 0 0	110 13 4	– – –	– – –	– – –	– – –	– – –	70 0 0	872 16 0
Salisbury	– – –	– – –	370 12 3	502 17 0	– –	242 12 0	226 13 4	12 0 0	– – –	– – –	– – –	15 5 5	– –	1,370 0 0
Warrington	– – –	504 14 4	– –	741 1 0	– –	229 19 0	266 13 4	60 0 0	– – –	– – –	– – –	– – –	– –	1,802 7 8
Whitelands	– – –	138 19 0	1,500 0 0	561 6 0	– –	999 16 4	976 13 4	– – –	– – –	– – –	9 3 0	185 17 6	– –	4,371 15 8
York and Ripon	– – –	– – –	256 0 7½	271 18 6	– –	127 10 0	156 13 4	36 10 0	– – –	– – –	– – –	– – –	100 9 0	949 1 5½

NAMES OF TRAINING SCHOOLS.	EXPENDITURE.													
	Tuition.	Practising School.	Board of Masters.	Board of Students and Servants.	Washing of Students.	Wages of Servants.	Fuel and Lights.	Other Housekeeping Expenses.	Medical Attendance.	Books, Apparatus, Stationery, Postages, &c.	Rent, Rates, Taxes, and Insurance.	Clothing.	Garden, Farmhouse, &c.	Other Expenses.	TOTAL.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bishop's Stortford	493 16 0	– –	– –	703 7 9	– –	83 17 8	135 6 0	25 12 9	15 0 0	109 16 5	48 17 4	– –	– –	150 16 7½	1,766 10 6½
Brighton	125 0 0	55 5 11	37 16 0	216 0 0	25 7 0	14 19 0	31 17 0	27 12 6	– –	17 14 2	112 2 11	– –	– –	40 18 4	704 12 10
Bristol and Gloucester, and Oxford.	324 0 0	90 15 0	– –	208 0 6½	– –	69 16 0	106 18 6	– –	– –	28 19 11½	41 3 9	– –	49 4 0	– –	918 17 9½
Cheltenham	– – –	– – –	– – –	– – –	– –	– – –	– – –	– – –	– – –	– – –	– – –	– – –	– – –	– – –	– – –
Derby	278 15 0	– –	– –	513 9 10	65 18 5	40 10 2	43 7 7	10 1 6	– –	80 0 8	41 10 8	– –	– –	12 17 3	1,080 4 5
Home and Colonial	1,129 9 4	366 18 0	– –	2,966 18 10	– –	117 0 0	231 1 9	688 1 1	50 0 0	609 17 3	478 11 10	– –	– –	51 4 4	6,639 2 5
Norwich	430 0 0	– –	– –	311 10 0	– –	– –	71 6 0	40 0 0	– –	– –	– –	– –	– –	20 0 0	872 16 0
Salisbury	298 0 0	8 13 4	– –	709 6 11½	50 11 6½	77 11 2	67 10 7	52 15 3	– –	22 14 1	30 0 4	– –	– –	– –	1,317 3 8½
Warrington	460 0 0	30 0 0	– –	1,095 0 0	– –	– –	– –	50 7 0	– –	36 0 0	35 0 0	– –	– –	– –	1706 7 0
Whitelands	1,115 4 10	138 13 7	– –	1,011 16 4	55 18 3	90 0 1	202 1 6	324 7 6	77 11 2	169 0 3	404 5 8	– –	– –	– –	3,678 1 6
York and Ripon	200 12 0	– –	– –	482 18 8½	– –	– –	– –	– –	15 4 9	30 1 4	135 5 4	– –	4 0 3½	50 6 0½	927 8 5½

FOR YEAR ENDED DECEMBER 1855.

INCOME.

NAMES OF TRAINING SCHOOLS.	Endowment.	Annual Subscriptions.	Grants from Diocesan Boards of Education.	Fees of Students. (paid by themselves).	Fees of Students (paid by Private Patrons).	Queen's Scholars.	Certificated Students.	Public Exhibitions.	Private Exhibitions.	Collections in Churches.	Contributions to Building Fund.	Fees of Practising Schools.	Other Sources.	TOTAL.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bishop's Stortford -	- - -	557 2 6	200 0 0	174 12 0	132 0 0	368 6 8	402 13 4	- - -	- - -	- - -	- - -	27 2 9	4 17 0	1,866 14 3
Brighton - -	- - -	232l. 0s. 2d.		260 1 0	108 0 6	90 0 0	70 0 0	- -	- -	- -	- -	79 13 10	- -	839 15 0
Bristol and Gloucester, and Oxford	5 0 0	560 19 10	- -	192 5 6	- -	116 13 4	70 0 0	- -	- -	150 0 0	67 16 3	21 9 3	1 15 0	1,185 19 2
Cheltenham - -	- -	466 19 11	- -	547 19 6	- -	736 13 4	462 13 4	- -	- -	- -	- -	- -	- -	2,214 16 1
Derby - - -	- -	123 15 6	206 0 0	31 15 0	15 0 0	303 16 8	183 6 3	15 0 0	- -	- -	- -	- -	- -	1,163 16 10
Home and Colonial	- -	2,199 12 10	- -	2,625 0 5	340 16 6	640 8 4	502 13 4	- -	- -	- -	- -	215 10 8	153 6 10	6,901 17 11
Norwich - -	- -	402 0 0	112 0 0	122 0 0	68 0 0	72 10 0	78 13 6	- -	- -	- -	- -	- -	20 0 0	875 3 6
Salisbury - -	- -	- -	211 17 10	521 0 0	- -	280 0 0	353 6 8	20 0 0	- -	- -	- -	13 15 6	- -	1,400 0 0
Warrington - -	- -	- -	441 0 8	556 1 0	- -	401 13 4	408 0 0	- -	- -	- -	- -	- -	- -	1,826 15 0
Whitelands - -	- -	130 13 6	1,800 0 0	514 15 2	- -	1,150 16 8	992 16 8	25 0 0	- -	- -	226 4 6	176 17 1	- -	4,717 6 1
York and Ripon -	- -	- -	241 12 8½	272 5 4	4 10 0	170 0 0	120 0 0	- -	- -	- -	- -	22 17 6	41 13 0	872 18 6½

EXPENDITURE.

NAMES OF TRAINING SCHOOLS.	Tuition.	Practising School.	Board of Masters	Board of Students and Servants.	Washing of Students.	Wages of Servants.	Fuel and Lights.	Other House-keeping Expenses.	Medical Attendance.	Books, Apparatus, Stationery, Postages, &c.	Rent, Rates, Taxes, and Insurance.	Clothing.	Garden, Farm-house, &c.	Other Expenses.	TOTAL.
	£ s. d.	£ s. d.			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bishop's Stortford -	444 19 6	60 0 0	700l. 4s. 5½d.			52 1 4	121 19 10	62 5 3½	20 8 9	86 7 5	54 1 8	- -	52 2 5	153 18 1	1,897 8 9
Brighton - -	210 0 0	93 14 4½	365l. 10s. 10d.		52 7 0	20 1 2	59 16 0	33 9 2½	23 10 2	14 12 9	49 10 4	- -	- -	42 14 3	965 5 1
Bristol and Gloucester, and Oxford	355 0 0	115 3 11	291l. 5s. 11d.				197l. 8s. 2d.			57 9 1	58 4 6	- -	30 3 5	21 1 9	1,125 16 9
Cheltenham - -	554 0 0	30 0 0	778l. 10s. 0d.		32 18 7	37 4 6	61 8 6	44 3 2	2 10 6	79 18 5	271 8 8	- -	8 18 3	94 15 6	2,214 16 1
Derby - - -	300 0 0	- -	499l. 17s. 8d.		67 16 4	41 2 0	53 7 9	82 4 5	- -	43 12 11	48 12 3	- -	- -	25 12 11	1,162 6 3
Home and Colonial	1,222 0 4	377 15 0	2,863l. 16s. 8d.			117 0 0	333 2 1	579 18 2	- -	446 17 10	494 9 2	- -	- -	40 7 3	6,475 6 6
Norwich - -	390 0 0	- -	232l. 12s. 7½d.			43 4 0	74 3 6	10 17 9	- -	- -	49 4 8	- -	- -	25 0 11½	875 3 6
Salisbury - -	307 10 0	38 1 6	620l. 6s. 6½d.		60 1 0	68 2 11	75 9 7	50 18 4	- -	25 15 0	32 16 8	- -	- -	- -	1,369 1 0½
Warrington - -	450 0 0	- -				1,185l.				50 0 0	61 15 0	- -	- -	50 0 0	1,826 15 0
Whitelands - -	1,210 0 0	- -	1,097l. 16s. 11d.		58 10 9	109 13 10	225 9 3	403 0 6	52 9 4	185 11 1	497 4 4	- -	- -	- -	3,750 16 6
York and Ripon -	187 0 0	43 13 7½	400l. 13s.		53l. 7s. 9d.		33 7 2	- -	10 7 11	43 8 0½	50 18 4½	- -	4 13 11	40 8 9	872 18 6½

This general statement should be looked at with special reference to the following tables, in which I have compared the average expenditure of all the institutions for every student, under the several heads of tuition, housekeeping, (including board, washing, wages of servants, fuel and lights, miscellaneous items, and medical attendance,) and the total outlay of every kind.

For Year ended 31 December 1854.

—	Total Amount of Expenses for House-keeping.	Estimated Cost per head for Students.	Expenses of Tuition.	Estimated Cost per head.	Total Expenditure of Institution.	Cost per head for Students.	Number of Students.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Bishop's Stortford	948 4 2	23 2 6	493 16 0	12 0 11	1,766 10 6	43 1 8¼	41
Brighton	353 11 6	20 15 10	125 0 0	7 7 0½	704 12 10	41 8 11	17
Bristol and Gloucester.	384 14 0¾	34 19 5½	324 0 0	29 9 1	918 17 9½	83 7 0¾	11
Cheltenham*	—	—	—	—	—	—	—
Derby	673 7 6	17 14 4¾	273 15 0	7 4 0¾	1,080 4 5	28 8 6¼	38
Home and Colonial	4,003 1 8	22 17 5¾	1,129 0 4	6 9 0¾	6,639 2 5	37 13 0¾	175
Norwich	442 16 0	21 1 8¾	430 0 0	14 11 8	872 16 0	41 11 3¾	21
Salisbury	957 15 6	16 10 2¾	298 0 0	5 2 9	1,317 3 8¼	22 14 2¾	58
Warrington	1,145 7 0	15 1 4¾	460 0 0	6 1 0¾	1,706 7 0	22 6 4¾	76
Whitelands	1,684 3 8	18 6 1¾	1,115 4 10	12 0 3	3,678 1 6	39 19 8¾	92
York and Ripon	482 18 8¼	20 19 11¾	200 12 0	8 14 5	927 8 3¼	40 6 5¾	23

* Accounts not received for this year.

For Year ended 31 December 1855.

—	Total Amount of Expenses for House-keeping.	Cost per head for Students.	Expenses of Tuition.	Cost per head for Tuition.	Total Expenditure of the Institution.	Cost per head for Students.	Number of Students.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Bishop's Stortford	1,046 19 8	23 5 3¾	444 19 6	9 17 9	1,897 8 9	42 3 3¾	45
Brighton	554 12 4¾	20 10 10	210 0 0	7 15 11	965 5 1	35 10 0	27
Bristol and Gloucester.†	488 14 1	25 14 5	355 0 0	18 13 8	1,125 16 9	59 5 1	19
Cheltenham	957 5 3	12 8 6	554 0 0	7 1 3¼	2,214 16 1	28 15 3¼	77
Derby	744 8 2	19 1 8	300 0 0	7 13 10	1,162 6 3	29 16 0¼	39
Home and Colonial	3,893 16 11	21 17 6	1,222 0 4	6 17 3	6,475 6 6	36 7 6¾	178
Norwich	410 17 10¾	25 1 1¼	390 0 0	24 7 6	875 3 6¾	54 13 4	16
Salisbury	944 17 10¾	16 17 3¼	307 10 0	5 9 9¾	1,369 1 0¾	24 8 11¼	56
Warrington	1,185 0 0	17 11 5¾	450 0 0	6 12 4	1,826 15 0	26 15 9¼	68
Whitelands	1,947 0 7	20 9 8¼	1,210 0 0	12 14 8¾	3,759 6 0	39 11 6¼	95
York and Ripon	497 15 10	19 18 2¾	187 0 0	7 9 7	872 18 6¼	34 18 3	25

† The apparently high rate of expenditure at this training school is accounted for by the great extent of the buildings, and the comparatively small number of students. It appears that the board of the students does not cost more than 5*s.* 5*d.* per head weekly.

From these statements the following facts are ascertained; each of them of the utmost importance:—

	£	s.	d.
The total expenditure for 649 students (the number actually resident throughout the year) amounted in 1855 to	22,544	0	6¼
For housekeeping only	12,671	8	7½
For tuition	5,730	9	10
This expenditure is defrayed by subscriptions, donations, collections of various kinds, amounting to	6,820	15	5¼
Fees paid by private students, or their friends and patrons	6,790	13	5

	£	s.	d.
Fees paid by Government for Queen's scholars	4,330	18	4
Paid by Government for successful candidates at the Christmas examination	3,859	3	6
Fees of practising schools	557	6	6
Other sources not specified, such as balance from previous year, &c.	231	12	10

The proportions will be somewhat clearer from the following calculations :—

	£	s.	d.
The expense per head for the 645 students in residence, amounted last year to	34	19	0¼

This was defrayed from the following sources of income :—

	£	s.	d.
Donations, subscriptions, &c., per head	10	11	5¾
Fees paid by students and their friends, per head on the whole	10	10	6¾
Paid by Government for Queen's scholars	6	4	3½
Paid by Government for successful candidates	5	19	7¾
Sundries	1	11	5½

In addition to payments for Queen's scholars, and for the Christmas examination, the Government also paid 280*l.* last year in augmentation of the salaries of eighteen governesses holding first class certificates. This item does not directly affect the income or expenditure of the training schools, but it has a very material effect in improving the instruction, and in increasing the numbers of successful candidates.

Although the preceding statement shows accurately how much of the expense is at present borne by the Government, it does not show what amount of assistance a training school well conducted, having a full proportion of Queen's scholars, may reasonably expect. This may be collected from a table* which will be found in the volume of your Lordships' Minutes, and may perhaps be still more satifactorily ascertained by reference to what is actually the case in three institutions, with such a proportion of Queen's scholars as may be generally calculated upon in other places within a few years :—

——	Total Expenditure.			Grants for Queen's Scholars, Certificates, and Augmentations.		
	£	s.	d.	£	s.	d.
Whitelands	4,717	6	1	2,106	3	4
Cheltenham	2,214	16	0	1,235	6	8
Warrington	1,826	15	0	809	13	4

In these institutions there were 240 students, of whom 153 were Queen's scholars.

	£	s.	d.
The average cost per head is therefore	36	9	10¾
The average payment per head from Government	17	5	4

* Vide *General Summaries of Grants*, Table No. XII.

This payment will be raised, probably, to 18*l.* by the increased allowance for Queen's scholars; and of course the increased proportion of Queen's scholars, which may be looked for a few years hence, will considerably increase the total amount of grants, though, as I shall show presently, without a proportional increase of the income of these training schools.

The questions of most practical interest suggested by these statements and calculations refer, in the first place, to the expenditure, and, secondly, to the sources of income. I do not expect that the average expenditure per head will be at all diminished; on the contrary, it is likely to be somewhat larger in future. It will be observed that only two institutions, both of them lately established, and together having only thirty-five students last year, considerably exceeded the average expenditure. The probable diminution of their expenses, compared with numbers, which may be expected next year, will have scarcely any perceptible effect upon the total averages. On the other hand, the housekeeping expenses are reduced in several institutions to the lowest amount compatible with a good dietary. I have little doubt that the true standard of these expenses for large institutions in towns, at the present price of provisions, is that of Whitelands, about 20*l.* 10*s.*; and for institutions in the cheapest districts, from 17*l.* to 18*l.* I cannot account for the very small expenditure under this head at Cheltenham. It appears to be an exceptional case, but I am convinced that Salisbury may be taken as a fair standard for an institution conducted on the most economical principles. The average of the housekeeping expenses last year was 19*l.* 12*s.* 11¼*d.* Again, the cost per head for tuition ranges from 5*l.* 10*s.* to 24*l.* per head, and averages 8*l.* 17*s.* 8*d.* This item will certainly not be diminished, and in my opinion ought to be considerably increased. For institutions of a moderate size 10*l.* per head would not be too much. With very few exceptions the principal lecturers and chaplains have insufficient stipends, and the number of governesses may be advantageously increased. Upon the whole, supposing that the cost of all articles used and consumed remains unchanged, I conclude, from the facts recorded in these tables, and my own knowledge of the circumstances of each institution, that the average expenditure will, probably, be from 35*l.* to 36*l.* next year, and that it might be raised nearly to 40*l.* with great advantage to the cause of education.

With regard to the income, the only source from which a positive increase may be depended upon is that of grants made by your Lordships. The payments for Queen's scholars will be about one-fifth larger for the same number than formerly. From the calculations just considered, it appears that 17*l.*

falls short of the expenses of maintenance, which averaged 19*l.* 12*s.* 11¼*d.* last year, by 2*l.* 12*s.* 11¼*d.* Moreover, in some large training schools, as the Home and Colonial and the Cheltenham institutions, students have hitherto paid for their own washing, which, for the future, will be included in the 17*l.* The increase is a great benefit, and has given the utmost satisfaction to the training schools, but it will evidently not go very far towards increasing their total income. Even when the number of Queen's scholars becomes much larger, the case will not be materially altered, inasmuch as the number of private students will be proportionally diminished. From the returns made to me last year, I find that private students have paid on the following scales :—

	£		£
Bishop's Stortford	18	Norwich	—
Brighton	18	Salisbury	16
Bristol and Gloucester	18	Warrington	15
Cheltenham	£16 to 20	Whitelands	20
Derby	18	York and Ripon	£18 to 22
Home and Colonial	£15 to 20		

So far as these annual fees are concerned, the generality of the training schools are benefitted chiefly by the certainty and punctuality of the payments made for Queen's scholars, and by the far greater probability that they will pass a successful examination. The payments on these examinations have increased at the following rate:—

	£	s.	d.		£	s.	d.
1847	580	0	0	1851	1,566	14	4
1848	573	6	8	1852	1,810	2	0
1849	783	6	6	1853	3,443	6	8
1850	1,606	11	4	1854	3,779	3	4

The further increase must depend upon a general improvement in the instruction of the students, and a careful adjustment of the examination to the standard of attainment. I see no reason to anticipate any material change in the proportion of certificates, excepting by an increase in the numbers of Queen's scholars. The institutions have done their work heartily and ably, and the Queen's scholars admitted in January are not superior to the average of the past year. The annual subscriptions show no tendency to increase.

	£	s.	d.
In 1853, for 9 institutions, they amounted to	3,868	10	6
In 1854, for 10 „ „	4,201	3	9
In 1855, for 11 „ „	4,441	4	1

The grants from boards of education have decreased:—

	£	s.	d.
For 1854, for 10 institutions	3,413	15	6¼
For 1855, for 11 „	3,164	9	4

Salaries of Schoolmistresses who left the Training Schools between Lady-day 1854 and 1855.

From the lists furnished by the principals I have compiled this Table :—

Table showing Salaries received by Students who left Training Schools in year ended 31 December 1854.

Number of Students who receive, in addition to a furnished house or apartments, a Salary from 20*l.* to 60*l.*									Number who have neither house nor apartments, but a Salary from 25*l.* to 60*l.*								—
60	55	50	45	40	35	30	25	20	60	55	50	45	40	35	30	25	
..	..	1	..	..	13	..	..	..	..	..	..	..	..	..	..	..	Bishop's Stortford.
..	..	..	..	1	..	2	..	..	..	..	1	..	..	..	..	..	Brighton.
..	..	..	..	..	1	1	1	..	..	..	..	..	..	..	1	1	Bristol and Gloucester.
..	..	3	..	2	4	2	3	..	1	..	2	8	6	1	..	..	Cheltenham.
..	..	1	..	3	1	1	..	..	..	..	..	..	1	2	1	..	Derby.
1	..	3	1	14	24	9	6	5	..	..	1	..	2	1	..	..	Home and Colonial.
..	..	..	..	1	1	1	..	..	..	..	1	1	5	4	1	..	Norwich.
..	..	..	1	4	5	4	..	1	..	..	..	..	2	..	7	..	Salisbury.
..	1	..	1	3	1	1	..	..	..	..	1	3	6	2	..	..	Warrington.
..	..	3	3	11	16	3	1	..	..	1	3	1	..	1	..	..	Whitelands.
..	..	..	..	..	2	3	2	..	..	..	1	..	..	2	2	..	York and Ripon.

In calculating the amount of salary, I have deducted 10*l.* when the house is stated to be unfurnished, and have added 10*l.* when board is provided.

From the foregoing table the following facts are ascertained:—

In that year the training schools sent out 247 teachers.

Of these	1	received £60	With furnished house or apartments.
	1	„ 55	
	11	„ 50	
	29	„ 40	
	68	„ 35	
	27	„ 30	
	13	„ 25	
	6	„ 20	

Thus 146 receive an average salary of nearly 35*l.* with furnished house. To this must be added from 10*l.* to 20*l.* for augmentation of salary on certificate, and an allowance for pupil-teachers. Of the remainder—

	1	receives £60	But without house or other advantages, so far as appears from the schedules sent in by the training schools.
	1	„ 55	
	10	„ 50	
	13	„ 45	
	22	„ 40	
	13	„ 35	
	12	„ 30	
	1	„ 25	

Therefore 73 receive, on an average, about 40*l.* per annum, exclusive of Government allowances. No account is given of 28. The proportion of those who failed in the examination at Christmas 1854 was less than one-fourth. This corresponds nearly with the number who receive 25*l.* and less with a house,

or 30*l.* and 25*l.* without one. The highest salaries are received by the students from Whitelands, of whom—

37 have an average income of £40 0*s.*, with furnished house,
6 „ „ 47 10*s.*, without furnished house.

The institutions in other counties appear to send out a fair supply of certificated teachers at the rate of 30*l.* with, or 40*l.* without a furnished house. Of course these young women are likely to obtain more lucrative situations as they advance in years.

General Remarks on the Conditions and Prospects of the Training Schools.

From facts stated in the preceding pages, and from observations made during the last and previous tours of inspection, I draw the following general inferences, which I submit to your Lordships' consideration. It is desirable that the number of Queen's scholars should be increased. Since your Lordships have already abolished the rule which limited the proportion that could be admitted, such an increase can only be secured by one or both of the following measures. A large number of pupil-teachers terminating their apprenticeship early in the year are induced to take situations for which they are ill-qualified rather than remain in a state of uncertainty until the following Christmas. For this and for other reasons of equal weight, it is desirable that the examination at the close of their apprenticeship should determine their appointment or rejection for Queen's scholarships. I am of opinion that this will have an immediate effect upon the training schools. I would further recommend that a certain number of Queen's scholarships in each training school should be opened to public competition. Supposing the measures which I have just mentioned were adopted, the managers of the training schools would know what number they might calculate upon sufficiently long before Christmas to make the requisite arrangements for receiving such candidates. Without in any degree modifying the strong opinion which I have long entertained as to the thoroughly practical character of the existing system, and the effects which it cannot fail to produce on the general efficiency of our schools, I am still fully convinced that it is not expedient to exclude any well-qualified persons who may feel a vocation for the work of elementary education. There are many who would gladly devote themselves to this work, were they not stopped by the expense of training, and discouraged by the peculiar advantages offered to pupil-teachers. Young persons educated to be governesses or

assistants in middle schools often find, upon inquiry, that fairer prospects would be open to them, and work better adapted to their habits and inclinations, in elementary schools; and others, after some years passed in uncongenial and ill remunerated occupations, would gladly devote themselves to this work if the entrance were made more accessible. I believe that a certain infusion of such an element would materially benefit the training schools and give general satisfaction. As no persons would be examined but at the special request of the managers, there would be a sufficient guarantee for their moral and religious character; and under the existing regulations there would be no reason to apprehend any general failure in special qualifications for school management. If the calculations which I have made touching the actual and probable income of these institutions are generally correct, and I see no reason for doubting their accuracy, it certainly does appear desirable that a larger amount of annual grants should be made. I consider that the payments for the Queen's scholars actually appointed is sufficient. I have shown that it covers the average cost of their board and lodging. But the grants for the students who pass the annual examination fall short by 2,000*l.* nearly of the cost of tuition, which, as I have shown, ought to be considerably increased. I cannot but feel that the amount of subscriptions is inadequate and unsatisfactory. It must be regarded as a matter of surprise and regret that so small a proportion of the wealthy and intelligent body connected with our church should contribute to the maintenance of institutions by which its principles are brought to bear on the vast mass of the population. A general appeal ought surely to be made to the public, with a clear and complete statement of the practical work done in the training schools, both for male and female teachers; of their financial condition and prospects; and of the degree in which the general progress of religious education depends upon their efficiency and success.

I have the honor to be, &c.

F. C. Cook.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

REMARKS ON EACH TRAINING SCHOOL.

In my two last reports I gave a detailed account of each training school. Few changes have been made since, and a brief notice will suffice this year, especially as all important points have been discussed in the preceding sections of this report.

Bishop's Stortford. — The general organization remains unchanged. The students in this institution receive excellent instruction, and thorough training in all

practical matters connected with their vocation. The results of the two last examinations fully bear out the highly favourable opinion which I and my colleague, the Rev. J. G. C. Fussell have recorded in this and previous reports.

Brighton.—The new buildings are now occupied by the students. The Rev. W. H. Brookfield inspected the institution last summer. We found the same staff of teachers doing their work as in former years, with great ability and zeal.

Bristol and Gloucester.—The organization is complete and efficient. The number of students is small, and the financial resources have sustained a heavy pressure in consequence. It may be hoped that the excellent instruction which the students receive, their success at the annual examinations, and their ability and conduct as schoolmistresses, will induce many others to avail themselves of the great advantages offered to them in this institution.

Cheltenham.—No change since last year. The number of students was more than could be properly accommodated, and in consequence of a report made by me and the Rev. H. W. Bellairs, considerable alterations and improvements have been undertaken by the managers. We have reason to be satisfied with the instruction and professional training, but are of opinion that a course of practical lessons on domestic economy is a desideratum that ought to be supplied.

Derby.—No change in the teachers, &c. since last year. The results of the last examination show great general improvement in the students. A handsome and complete school has been built on the same premises. This is a very important addition, and there is reason to believe that the students will have every means of acquiring a practical knowledge of their professional duties. The institution was inspected by me and the Rev. J. J. Blandford last summer. Our report did not materially differ from that of the preceding year.

Home and Colonial School Society's.—In the course of last year some weeks were passed by me and Mr. E. Carleton Tufnell in inspecting the various departments of this large institution. In the early summer we inspected the infant schools, and heard lessons given by the candidates who had previously passed the written examination for certificates as infant schoolmistresses. Later in the year we attended lectures by the numerous professors attached to the institution, heard the candidates for certificates read and teach, and inspected the practising and model schools. These visits confirmed the conviction which we have so often recorded concerning the general efficiency of the training, as will appear from our joint report, which has already been submitted to your Lordships. In consequence of this report, and after a correspondence between the managers and your Lordships, plans have been prepared for a considerable extension of the buildings, including new dormitories, refectories, and practising schools. We hope that the requisite funds may be raised without much difficulty, and feel assured that if the proposed improvements are effected, every desideratum for good professional training and suitable accommodation of the students will be supplied. The system of special training of infant schoolmistresses, to be examined for certificates in accordance with your Lordships' minutes, has been lately introduced. The first examination took place in Easter week, 1855, and the candidates were further examined in certain subjects by myself and Mr. Tufnell; we also heard each candidate give a lesson to a class of infants. The attainments of these candidates, as might, perhaps, be expected were, generally speaking, very low. In revising the paper, I had to consider, 1st, What kind and amount of knowledge are necessary in order to enable an infant schoolmistress thoroughly to understand, and to teach intelligently and correctly, the subjects of instruction adapted to a good infant school; and 2nd, Whether the candidates were qualified to carry pupil-teachers through the course of instruction prescribed by your Lordships' minutes. Of course the standard for two such classes differs very materially. I found that it would be impossible to pass a certain number of the candidates for either class. A written examination would be quite futile if it did not exclude candidates who spell incorrectly, do not understand or are unable to work easy sums in arithmetic, are not conversant with the leading facts of Holy Scripture, and cannot give a sensible account of the work which they will have to do in school. It is indeed possible, in fact it does often occur, that good infant school teachers are quite unable to give a written account of the lessons which they teach orally with considerable ability, or of the principles by which they are, more or less consciously, guided in managing children and conducting their schools. But this observation does not and ought not to apply to young women who have been under

special instruction, and had every opportunity of supplying their deficiencies in such an institution as the Home and Colonial. It is not without regret that we exclude some who may have valuable personal qualifications for the office, but in whose case it is practically impossible to ascertain whether they possess even that rudimental knowledge which is essential to the teacher of even very young children. A small number only was registered for the first class. These young persons will derive full benefit from the system. There was no difficulty in reference to this class; I hope that it will be considerably enlarged. In one respect I consider that the system has not hitherto been successful. I had expected that many of the candidates would have been rather older than the generality of those trained for other schools, and was disappointed to find that most of them were under 21 years of age. One year's training may certainly suffice for a person of mature years, who requires only that special instruction which is given in such an institution; but a longer period is needed to mould the character and inform the judgment of young girls. This and other points will be fully considered by the managers of the Home and Colonial; and I doubt not that in a few years the measures which they will adopt will enable them to supply a large number of well-informed and well-trained mistresses for infant schools. It is scarcely necessary for me to repeat what has been said in former reports touching the admirable system of infant training in the model schools of this institution; yet I cannot refrain from remarking that at the Home and Colonial every stage of early life, from infancy to youth, and from youth to maturity, receives here a course of instruction and training carefully adapted to its special wants and capacities. There are classes for babies, infants, boys and girls of every age under 14 or 15; a large number of pupil-teachers and assistant teachers completing every link in the chain which connects the infant with the schoolmistress, and students under preparation for almost every kind of school in which a schoolmistress can be placed. Indeed, the only exception that could hitherto have been made will soon be supplied. The managers have taken into consideration a plan which I have previously referred to in this report, and will make arrangements in the course of this year to give the pupil-teachers instruction in household matters and the practical details of domestic economy. A kitchen and offices have been set apart for this purpose, in which the pupil-teachers will prepare and take their meals under the superintendence of one or more of the teachers of the school. There are two circumstances in connexion with this institution which we think make it deserving, in more than an ordinary degree, of your Lordships' attention and interest. It appears generally, from the reports of the inspectors of schools, that throughout England the children in parochial schools rarely remain in them beyond the age of ten, *i.e.*, little beyond the infantile age. Hence it is obvious that the education imparted in such schools can be of little real use or value, unless the children begin to go to school as infants, and are taught on a good infant school system. Now the only training establishment in England which has turned a systematic attention to the preparation of infant school teachers, is the Home and Colonial. At the last examination for infant schoolmistresses, only 11 passed for certificates. This number is so absurdly disproportionate to what is required, that it presents, perhaps, the most painful of all the aspects under which our progress in national education may be viewed. Few labouring men's children can be decently instructed unless they go to an infant school; and for such a universal want, one establishment alone is provided, which cannot be expected to train at the utmost more than fifty infant teachers annually. It seems almost ridiculous to talk of our success in diffusing general education while such a deficit exists, but in the meantime all honour and encouragement is due to an institution which, like the Home and Colonial schools, almost alone stands forth to fill up this tremendous void.

Norwich.—I inspected the institution in the autumn of last year with the Rev. Muirhead Mitchell. The students are well instructed, but have suffered from the loss of their late governess, and the difficulty of finding a successor. A student from Whitelands, who appeared to be a good teacher, had lately been appointed. It is much to be regretted that a training school so much wanted for the North-eastern Counties, and so efficiently conducted under the superintendence of the Rev. A. Bath Power, should have but so small a number of candidates for admission, and should labour in consequence under financial difficulties.

Salisbury.—Visited last June by myself and the Rev. E. Douglas Tinling. We found the same officers doing their work with the same zeal and ability, and

apparently with more satisfactory results than in any former year. The lessons given by the elder students were the best we had yet heard at Salisbury, and we were quite prepared to expect an unusually large proportion of first-class candidates at the ensuing examination. This expectation was fully justified: no less than 7 out of 15 second year students were placed in the first class. This proportion is not only larger by far than in any former year at Salisbury, but it exceeds the largest proportion from any other institution. The result must be most gratifying to Mrs. Duncan, who has discharged her responsible duties with unsurpassed efficiency during the last 25 years, to her assistant governesses, who have been trained by herself, and to the Rev. E. Collard, who has superintended the model lessons, and taken a large share in the general instruction of the students. It is, however, to be observed, that the examination of the first year students was very far from satisfactory, and should these young women acquit themselves creditably next Christmas, it can only be the result of remarkable skill in their teachers, and of great diligence in themselves. There is no institution where the domestic training and discipline is more satisfactory. The want of larger schools in immediate connexion with the training department is a serious defect, which is felt by the managers, but cannot easily be supplied.

Warrington.—Visited by me and the Rev. W. J. Kennedy last June. The general organization and the staff of teachers, with the exception of an assistant governess, was the same as last year. We found 72 students in residence, of whom 27 were Queen's scholars. The managers had admitted several young women of very moderate attainments, nor was it matter of surprise that a large number of them failed to pass the Christmas examination. The second year students were making fair progress, and due attention appears to be paid to their professional training. Upon these points I have to refer to the report of last year, adding only that the lectures on educational subjects are complete and systematic, and that Miss Wilson, now Mrs. Baker, continues to discharge her duties to the entire satisfaction of the managers.

Whitelands.—In the course of last year I passed several days in this institution. I might be satisfied with referring to former reports for my opinion of the completeness and efficiency of the instruction, training, and domestic arrangements. There are the same officers, with the exception of Miss Cuckow, who for many years conducted the instruction of the first class of students in most subjects, with admirable skill and success. Her place has been supplied by Miss Gillott, late assistant governess. All the governesses and schoolmistresses have been trained at Whitelands. The work is done with a hearty sympathy, and the most satisfactory results. With regard to the instruction, a reference to the tabulated returns noticed in the preceding pages of this report, will sufficiently prove that Whitelands well maintains its high position. During many years it has sent a large proportion of candidates who have obtained first-class certificates, while the number of failures has been very small. This I attribute partly to the ability of the lecturers on each subject, partly to the diligence with which the written papers of the students are revised by the governesses. At present the students have full opportunity of acquiring a practical knowledge of every detail of school management. A new and complete set of buildings, erected at a great expense, has been added since last year. There are now complete sets of model and of practising schools. I have very frequently stated my opinion that both kinds of schools are of the highest importance to a training institution, and that no considerations of expense or convenience should be allowed to prevent their establishment, where the surrounding population is sufficiently numerous to supply a fair average attendance. The two great training schools in the metropolis are now upon a par as regards this essential department. In both institutions able and experienced professors are charged with the superintendence of the schools, and of the students while engaged in the practical work of teachings. In other parts of this report I have spoken of the completeness of the domestic arrangements and professional training in this institution.

York and Ripon.—I have no change to report, and the account which I gave last year requires no alteration. It is, however, due to the excellent governess of this training school, and to the teachers by whom she is so efficiently aided, to observe that the proficiency of the students in most branches of instruction is entirely satisfactory. The practising school is much improved, both in its organization and effective management. The Rev. F. Watkins, who inspected this institution with me last year, concurs with me in regretting that the buildings do not

include all that is necessary, or desirable, for the professional training of students, and their practical instruction in domestic economy.

I have further to report that I visited Durham and Truro last year.

Truro.—At Truro I met a large committee of managers, and forwarded a report to your Lordships. In consequence of this report, a meeting of the Diocesan Board of Exeter was called. Chancellor Harington, Justice Coleridge, and other influential members urged the importance of this institution, and the necessity of an immediate extension. It will, in fact, be impossible to supply schoolmistresses for the South-western counties, unless some measures be taken either to build another training school, or to enlarge and complete that which has now existed for some years, and though imperfectly organized, has effected no inconsiderable amount of good. I understand, from a correspondence with Dr. Barham, a gentleman to whom the institution is indebted for services gratuitously rendered during many years, that there is now a fair prospect of raising funds sufficient to carry the most essential improvements into effect.

Durham.—At Durham I met a committee of gentlemen who have under consideration a plan for erecting a training school for mistresses. The Rev. D. J. Stewart, at that time Inspector of the district, concurred with me in recommending certain modifications of the plan and organization of the proposed institution. There can be no doubt that the peculiar character and habits of the population in the north of England make it desirable, and indeed necessary, that the teachers of schools should receive a special training. It is, moreover, certain that the supply from existing training schools falls far short of the permanent demand. I am, however, of opinion that it would be expedient, if possible, to enter into an arrangement with the adjoining diocese of Carlisle, and to establish the training school for mistresses in that see. I believe that it would be easier in that case to raise the funds requisite for the efficient maintenance both of the institution for schoolmasters now existing at Durham, and of that which will probably be raised within a few years.

F. C. Cook.

Appendix B.

RESULTS OF EXAMINATION HELD AT CHRISTMAS 1855.

Bishop's Stortford Training School.

First Year, 22 Candidates.—Second Year, 20 Candidates.

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	2	5	4	15	6	–	9	–	1	–	–	–
Liturgy and Church history	–	1	4	8	10	8	7	3	1	–	–	–
Arithmetic	–	–	6	8	6	10	4	2	5	–	1	–
Industrial skill	2	5	13	14	4	–	2	–	–	–	–	–
English grammar	–	–	2	1	16	10	4	9	–	–	–	–
English history	1	–	5	10	11	4	5	6	–	–	–	–
Geography	–	–	3	2	10	16	9	2	–	–	–	–
Domestic economy	–	–	–	11	11	8	8	1	2	–	–	–
School management	–	–	–	6	5	9	12	5	6	–	1	–
Music	4	–	5	3	10	11	3	4	–	1	–	1
Drawing	–	–	–	–	1	5	5	7	11	4	–	4
Reading	–	10	–	10	22	–	–	–	–	–	–	–
Spelling	–	–	20	20	2	–	–	–	–	–	–	–
Penmanship	–	–	–	–	–	4	10	4	12	12	–	–
Notes of a lesson (Students of 1st year only)	–		1		8		10		3		–	
Essay (Students of 2nd year only)		1		9		8		2		–		–
Inspector's report (Students of 2nd year only)		5		11		3		1		–		–

Brighton Training School.

First Year, 14 Candidates.—Second Year, 3 Candidates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	–	–	–	1	4	2	7	–	2	–	1	–
Liturgy and Church history	–	–	3	1	3	1	5	1	3	–	–	–
Arithmetic	–	–	–	1	5	2	4	–	5	–	–	–
Industrial skill	–	–	5	3	6	–	3	–	–	–	–	–
English grammar	–	–	1	–	3	1	5	2	4	–	1	–
English history	–	–	1	1	3	1	3	1	5	–	–	–
Geography	–	–	1	–	9	2	2	1	2	–	–	–
Notes of a lesson (Students of 1st year only)	–		1		2		5		5		1	
Essay (Students of 2nd year only)		–		1		2		–		–		–
Domestic economy	–	–	–	2	1	–	10	1	3	–	–	–
School management	–	–	–	–	1	1	4	1	4	1	5	–
Vocal music	–	–	–	–	1	2	5	–	5	1	3	–
Drawing	–	–	–	–	2	2	8	1	–	–	4	–
Reading	–	2	–	–	4	–	10	–	–	–	–	–
Spelling	–	–	9	3	2	–	2	–	1	–	–	–
Penmanship	–	–	–	–	2	1	8	2	4	–	–	–
Inspector's report (Students of 2nd year only)		–		1		1		–		–		–

Bristol Training School.

First Year, 11 Candidates.—Second Year, 5 Candidates.

Religious knowledge	–	–	1	4	2	1	8	–	–	–	–	–
Liturgy and Church history	–	–	2	1	–	3	5	–	1	1	–	–
Arithmetic and book-keeping	–	–	1	2	2	2	6	1	1	–	1	–
Industrial skill	–	–	1	4	–	1	9	–	1	–	–	–
English grammar	–	–	1	–	1	2	2	3	1	–	–	–
English history	–	–	1	3	6	2	3	–	1	–	–	–
Welsh	–	–	–	–	–	–	1	–	–	–	–	–
Geography	–	1	2	3	2	1	6	–	1	–	–	–
Notes of a lesson (Students of 1st year only)	–		2		2		4		3		–	
Domestic economy	–	–	1	4	4	1	4	–	2	–	–	–
School management	–	–	–	2	3	2	4	1	4	–	–	–
Vocal music	1	–	–	–	–	–	3	1	3	1	4	3
Drawing from models	–	–	–	–	–	–	1	4	4	1	6	–
Reading	–	–	4	5	4	–	3	–	–	–	–	–
Spelling	–	–	7	5	4	–	–	–	–	–	–	–
Penmanship	–	–	–	–	1	2	8	2	2	1	–	–
Essay (Students of 2nd year only)		–		1		3		1		–		–
Inspector's report (Students of 2nd year only)		1		4		–		–		–		–

Cheltenham Training School.

First Year, 51 Candidates.—Second Year, 22 Candidates.

Religious knowledge	2	–	7	15	26	7	16				–	–
Liturgy and Church history	–		17	3	18	6	12		4	1	–	–
Arithmetic	–		16	5	16	9	13	8	6		–	–
Industrial skill	–			2	20	12	17	7			7	–
English grammar	–		7	–	24	8	13	14			–	–
English history	1		27	20	12	2	8		1		2	–
Geography	1		2	1	15	15	21	6	7		5	–
Notes of a lesson (Students of 1st year only)	–		6		10		19		12		4	

Cheltenham Training School—*continued.*

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Essay (Students of 2nd year only)	–	–		7		13		2		–	–	–
Domestic economy	–	–	7	9	23	8	18	5	3	–	–	–
School management	–	–	3	2	16	7	18	12	13	1	1	–
Music	3	–	4	1	21	7	17	9	4	3	3	2
Drawing	–	–	–	–	2	2	10	2	16	6	5	1
Reading	–	–	25	8	23	13	3	1	–	–	–	–
Spelling	–	–	34	17	15	2	1	3	–	–	–	–
Penmanship	–	–	–	–	6	–	25	11	20	11	–	–
Inspector's report (Students of 2nd year only)		3		16		3		–		–		–

Derby Training School.

First Year, 13 Candidates.—Second Year, 12 Candidates.

Religious knowledge	–	–	8	5	7	7	5	–	–	–	–	–
Liturgy and Church history	–	–	4	5	5	5	9	2	2	–	–	–
Arithmetic and book-keeping	–	–	4	2	2	5	5	4	7	1	2	1
Industrial skill	–	2	7	6	12	3	1	1	–	–	–	–
English grammar	–	–	3	–	5	3	7	8	2	1	3	–
English history	1	–	3	3	10	7	6	2	–	–	–	–
Geography	–	–	5	2	7	8	7	1	1	1	–	–
Notes of a lesson (Students of 1st year only)*	–		1		4		6		2		–	
Essay (Students of (2nd year only)*		–		2		9		8		–		–
Domestic economy	–	–	4	6	10	4	6	2	–	–	–	–
School management	–	–	1	1	4	4	11	6	4	1	–	–
Vocal music	–	–	–	–	–	1	7	4	8	5	5	2
Drawing from models	–	–	–	–	3	2	9	6	5	2	3	2
Reading*	–	–	–	–	12	8	1	4	–	–	–	–
Spelling	–	–	10	9	3	3	1	–	–	–	–	–
Penmanship	–	–	–	–	–	1	12	6	8	5	–	–
Inspector's report (Students of 2nd year only)		–		5		6		1		–		–

Seven first-year students took, by mistake, the essay, instead of notes of a lesson The same seven students were not examined in reading.

Home and Colonial (Gray's Inn Road) Training School.

First Year, 55 Candidates.—Second Year, 25 Candidates.

Religious knowledge	1	–	5	9	21	12	26	4	2	–	–	–
Liturgy and Church history	–	–	7	5	20	11	20	4	8	4	–	1
Arithmetic	–	2	13	13	22	5	14	4	6	1	–	–
Industrial skill	–	–	17	13	33	10	4	2	–	–	–	–
English grammar	–	–	–	2	18	12	33	10	2	1	–	–
English history	1	3	14	9	24	6	11	6	2	1	–	–
Geography	–	–	4	3	23	16	18	5	8	1	1	–
Notes of a lesson (Students of 1st year only)	–		5		26		18		5		–	
Essay (Students of 2nd year only)		–		10		13		1		–		–
Domestic economy	–	–	9	11	27	9		5	4	–	–	–
School management	–	1	4	6	22	3	14	14	9	1	–	–
Vocal music	7	1	4	5	20	10	19	4	4	2	4	3
Drawing	–	–	–	1	2	10	13	12	22	–	7	1
Reading	2	1	31	14	21	10	20	–	–	–	–	–
Spelling	–	–	39	19	10	6	–	–	–	–	–	–
Penmanship	–	–	–	–	7	2	3	8	19	15	–	–
Inspector's report (Students of 2nd year only)		7		11		7	28	–		–		–

Norwich Training School.

First Year, 8 Candidates.—Second Year, 4 Candidates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	-	-	1	3	1	1	5	-	-	-	1	-
Liturgy and Church history	-	-	4	1	2	-	1	3	1	-	-	-
Arithmetic	-	-	1	2	2	2	3	-	1	-	1	-
Industrial skill	-	-	2	2	5	2	1	-	-	-	-	-
English grammar	-	-	1	1	3	-	3	1	1	-	-	-
English history	1	1	-	3	6	-	1	-	-	-	-	-
Geography	-	-	1	2	2	-	3	2	2	-	-	-
Notes of a lesson (Students of 1st year only)	-		1		1		6		-	[illegible]	-	
Essay (Students of 2nd year only)		-		1		3		-		-		-
Domestic economy	-	-	-	1	4	-	3	3	1	-	-	-
School management	-	-	-	3	-	1	-	-	-	-	-	-
Vocal music	-	-	-	-	-	2	6	2	2	-	-	-
Drawing	-	-	-	-	1	4	4	-	2	-	1	-
Reading	-	-	1	2	5	2	1	-	-	-	-	-
Spelling	-	-	7	4	-	-	1	-	-	-	-	-
Penmanship	-	-	-	-	2	1	2	2	4	1	-	-
Inspector's report (Students of 2nd year only)		-		3		1		-		-		-

Salisbury Training School.

First Year, 33 Candidates.—Second Year, 17 Candidates.

Religious knowledge	-	-	1	13	7	4	16	-	7	-	2	-
Liturgy and Church history	-	-	6	6	12	6	10	5	5	-	-	-
Arithmetic	-	-	1	5	7	9	15	3	9	-	1	-
Industrial skill	-	3	16	14	16	-	1	-	-	-	-	-
English grammar	-	-	-	1	10	7	14	9	8	-	1	-
English history	-	-	3	9	17	8	8	-	5	-	-	-
Geography	-	-	-	-	10	12	12	4	10	1	1	-
Notes of a lesson (Students of 1st year only)	-		2		7		12		9		3	
Essay (Students of 2nd year only)		-		10		6		-		-		1
Domestic economy	-	-	1	6	9	9	12	2	11	-	-	-
School management	-	-	5	1	7	8	15	7	2	1	4	-
Music	-	-	-	1	19	10	11	4	-	1	3	1
Drawing	-	-	-	-	1	8	18	8	14	1	-	-
Reading	-	7	19	8	10	2	2	-	2	-	-	-
Spelling	-	-	19	14	13	2	1	1	-	-	-	-
Penmanship	-	-	-	-	2	-	13	9	18	8	-	-
Inspector's report (Students of 2nd year only)		1		10		2		4		-		-

Warrington Training School.

First Year, 44 Candidates.—Second Year, 13 Candidates.

Religious knowledge	3	1	9	4	10	4	22	4	-	-	-	-
Liturgy and Church history	-	1	9	3	17	3	14	5	4	1	-	-
Arithmetic and book-keeping	-	-	4	4	15	2	6	6	18	1	1	-
Industrial skill	3	-	17	9	15	3	8	1	-	-	1	-
English grammar	-	-	7	4	18	3	16	6	3	-	-	-
English history	2	1	14	7	20	4	6	1	1	-	-	-
Geography	2	-	8	2	24	7	9	4	-	-	1	-
Notes of a lesson (Students of 1st year only)	1		5		8		17		11		2	
Essay (Students of 2nd year only)		1		2		6		4		-		-

Warrington Training School—*continued.*

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Domestic economy	–	2	2	5	11	3	24	3	7	–	–	–
School management	3	1	5	4	11	2	17	5	8	1	–	–
Vocal music	–	–	5	–	15	6	14	4	3	2	7	1
Drawing from models	–	–	–	–	–	–	9	8	22	5	13	–
Reading	1	3	26	5	16	4	1	1	–	–	–	–
Spelling	1	3	27	10	14	–	2	–	–	–	–	–
Penmanship	–	–	–	–	1	1	7	8	36	4	–	–
Inspector's report (Students of 2nd year only)		1		4		4		4		–		–

Whitelands Training School.

First Year 53 Candidates.—Second Year 41 Candidates.

Religious knowledge	6	7	–	22	16	12	30	–	–	–	–	–
Liturgy and Church history	1	–	22	11	17	19	7	9	5	2	–	–
Arithmetic	–	–	10	5	25	30	15	5	2	1	–	–
Industrial skill	–	3	5	18	20	18	23	2	–	–	4	–
English grammar	–	–	12	5	29	22	11	14	–	–	–	–
English history	–	6	10	27	17	6	22	2	2	–	1	–
Geography	–	–	4	3	22	30	15	8	10	–	1	–
Notes of a lesson (Students of 1st year only)	–		1		13		20		18		3	
Essay (Students of 2nd year only)		2	–	18	–	19		2		–		–
Domestic economy	–	2	5	18	29	15	17	6	1	–	–	–
School management	1	2	4	7	15	18	27	13	5	–	–	–
Music	7	2	14	7	13	12	11	11	3	5	4	3
Drawing	–	–	–	1	–	13	15	20	31	–	6	1
Reading	12	5	24	29	13	7	3	–	–	–	9	–
Spelling	–	–	45	31	7	9	–	1	–	6	–	–
Penmanship	–	–	–	1	2	4	26	29	14	6	–	–
Inspector's report (Students of 2nd year only)		6		26		8		–		–		–

York and Ripon Training School.

First Year, 11 Candidates.—Second Year, 7 Candidates.

Religious knowledge	–	1	1	5	5	1	5	–	–	–	–	
Liturgy and Church history	–	–	1	4	4	2	6	1	–	–	–	–
Arithmetic	–	–	–	3	6	2	1	2	4	–	–	–
Industrial skill	1	–	2	2	8	2	–	2	–	–	–	–
English grammar	–	1	3	2	5	2	2	4	1	–	–	–
English history	–	–	4	5	2	2	4	–	–	–	1	–
Geography	–	–	2	5	6	2	3	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	–		2		3		3		3		–	
Essay (Students of 2nd year only)		–		3		1		2		–		–
Domestic economy	–	–	1	1	4	5	5	–	1	–	–	–
School management	–	–	1	–	4	1	4	5	2	–	–	–
Music	–	–	2	1	1	2	–	1	3	1	5	2
Drawing	–	–	–	1	3	3	4	3	3	–	1	–
Reading	–	2	4	5	6	–	1	–	–	–	–	–
Spelling	–	–	8	6	3	1	–	–	–	–	–	–
Penmanship	–	–	–	–	–	3	2	3	2	–	–	–
Inspector's report (Students of 2nd year only)		–		4		2		1		–		–

APPENDIX C.

INDUSTRIAL TRAINING.

The following Memorandum was drawn up by Mrs. Heaton, Mistress of the Queen's School in Windsor Park.

"WE hear much in these days of 'industrial training,' and yet see very little of its results. The books which have been published to assist the teacher are few in number, and some are almost useless: besides that, practical training is in reality what is wanted. I have had the care of an industrial school for some years, and many questions have been asked of me as to the actual benefits of an industrial education, the plans adopted, &c.; and, therefore, I take the liberty of making a few remarks, which, if you think them likely to be useful, I shall be glad if you will circulate in any way you think proper.

"First then, let me say, that I think a very great mistake is made as to the age at which industrial training should begin. In ordinary parochial schools the girls do not remain after twelve years of age. To teach them anything theoretically of cooking, washing, baking; as to making the best and the most of food; the proper sort of water in which to wash clothes; the most unobjectionable kind of yeast for producing wholesome bread, &c., before they can read English with tolerable accuracy, write, and cast accounts, so as to make a bill readily, is to begin at the wrong end, and to defeat entirely the object in view, viz., that of making them hereafter better daughters, servants, wives, and mothers. But still something might be done. Children admitted at seven years of age would, if carefully taught, be able, at eleven years of age, to read with tolerable fluency, to write correctly, to make a bill, and to cut out and make a shirt; and, therefore, a plan is required which would afford a year's practice, before leaving school, in industrial work. And practice, I am convinced, it must be; reading over the Finchley Manuals without practice is of no use whatever. I tried this in the school here, and I found that, though the girls could answer any question relative to what the book contained, they were wholly at fault, and made most amusing (sometimes vexatious) mistakes when called upon to put their head knowledge into practice. It is easy, however, to talk of a plan, but often very difficult to make a good one, and still more so to carry it out when made. There are local difficulties, no two places are alike; and there is one objection stronger than any, and common to every place, which is, that scarcely any parents are to be found who do not object to their children being actively employed at school. We want them to read and write, they say; we can teach them to work ourselves; or, it will be soon enough for them to learn to work when they are obliged to do so. But there is a graver objection than this, the teachers seldom agree as to the desirableness of attempting anything in the shape of industrial training. They consider it derogatory to themselves, and I was particularly struck with this at an examination which I myself attended a year or two ago. When the papers on domestic economy were distributed, much disgust (real or affected) was expressed by many of those present; some did not attempt to answer the questions; others, perhaps afraid to lose by utter rejection, did something; few, I had almost said none, entered, or seemed to enter, fully into the subject. And yet common sense would as it were single out young schoolmistresses as the persons of all others most needing such knowledge, and most likely to suffer from the want of it. Look at the position in society of a schoolmistress just fresh from a training school. Many, nearly all, have now a residence attached to the school, the salary is, say, from 35*l.* to 45*l.*, quite sufficient supposing she knows how to lay it out, but the probability is she does not, at least as far as her own health, choice of food, &c., is concerned, and as she cannot afford to keep an experienced servant who does know the '*how to cook*' though *she may not know* the 'why,' the consequence is she has a shabby unwholesome dinner, perhaps a little piece of bacon, which she can fry when the school is over; as to vegetables, of course she cannot leave the school to prepare any, and, after a few months, she finds her health impaired, and both she and others conclude that *teaching*

is a trying occupation. This, you may say, is an overdrawn picture, but I can assure you that I speak from what I have myself seen, and I know it is too true in the case of most our young schoolmistresses. And then supposing the schoolmistress to survive this, and to marry eventually; well, then there is a greater lack of knowledge than ever. Perhaps she marries a schoolmaster; then they will both suffer from her incompetency; and if she does not, she will hardly fail to be placed by her marriage in a rank of life where the want of an early training in domestic economy cannot fail to be a barrier to comfort and respectability, to say the least.

"But the reason why I have said so much on the incompetency of teachers, is merely, that if possible, I may offer a plan which will obviate the difficulty in some measure. It is very clear that 'industrial training' cannot be conducted, on ever so limited a scale, without the concurrence of teachers. You can never have teachers of manual industry alone. If this were attempted, the whole would be a failure. Even in a school conducted on a plan I myself recommended, I found, on inspection, that I had made a great mistake; that by leaving out the pupil-teachers altogether, I had broken the connexion between the book-learning and the handiwork, and thus the very persons I wished to benefit were left out of the scheme, which was as follows:—A lady had a desire to have her school children taught domestic economy; a kitchen, laundry, &c., were built. I proposed that all the girls who were over eleven years old should be employed on alternate days in the kitchen; that a servant should be provided for the mistress, who should teach practically what the mistress taught theoretically; that a dinner should be cooked every day for the mistress, and for as many girls as were employed; that they should wash on one day of the week, iron on another day; in short, do something—besides prepare the dinner—each day. All this and more was done, but the pupil-teachers were, as far as I know, never employed; nor, indeed, do I see how they could be employed.

"But the case would be altogether different, if the regulations of Her Majesty's Privy Council were reversed as regards pupil-teachers. If every pupil-teacher were obliged to exhibit proofs of industrial skill at each examination, then every schoolmistress must acquire the means of teaching such pupil-teacher, and the schools must be necessarily benefited; while an incalculable amount of good would be effected as regards the pupil-teachers themselves.

"What is the state of things now? A pupil-teacher is chosen at the age of, say, fourteen; she is, probably, from the poorer classes. It is a great thing for her, her parents are pleased, they are desirous to help her in every way. She rises in the morning, and at once goes to school. She remains there all day (unless, perhaps, she returns for a short time to dinner). In the evening she has lessons from the mistress, or prepares lessons for her own class of scholars; and this she continues to do for five years. As her stipend improves, she, perhaps, lays by a little, but far likelier, she is smarter in her dress, and shows more that she 'feels' her position as she gets nearer the end of her apprenticeship. Being aware, however, that a certain amount of knowledge in domestic economy will be expected to qualify her to gain a Queen's scholarship, she crams with recipes, &c., which are sufficient, she knows, to get her through, and she feels that she has done what she could.

"But how different would be the condition of these young persons, if some such plan as the following were adopted from the very date of their apprenticeship. We will suppose a school of eighty girls, a mistress's residence near, two pupil-teachers. The pupil-teachers to be at the school each morning at eight; the school to open at nine for actual business. Let the two pupil-teachers and the mistress dine together every day; let them join in the expense; from eight to nine let the dinner be prepared as far as it can be; they will all thus learn. Let two girls, ordinary pupils, attend at the same hour, not the same each day, but two of the eldest, and let all above eleven be considered old enough. They will do all the rough work, and will greatly assist the preparations for dinner, make the beds, &c. Then when the school lessons begin, if one half of the school be employed in needlework, the mistress may easily arrange her time-table, so that for one hour

from eleven to twelve, she can spare the two girls who assisted in the morning, and the pupil-teachers alternately, to cook the dinner, which has been partly prepared; and a warm dinner, good for both teacher and pupil-teachers, the remains of which would most likely feed at least one other girl, would be every day enjoyed. This may seem a very paltry scheme, but I am fully persuaded that if properly acted upon, much real practical information, much experimental knowledge, of the greatest use in after-life, would be gained by the pupil-teachers, and no parent would object, if it was understood that it was impossible to pass the examinations without exhibiting practical knowledge on these subjects; and in every school some lady could be found who could testify to the fact of what the pupil-teachers could do. I know that many of the clergy find it a difficult thing to procure funds to carry on a school, and therefore shrink from attempting industrial training because of the expense it must entail; but by this means no assistance, or very little, would be required. Every school-house has a kitchen, every schoolmistress must dine. Three or four can dine for less than one, proportionably, and with greater comfort. The pupil-teachers could afford to pay their share. It would be a far better plan than forcing them to live altogether with the mistress. That arrangement brings much heavy responsibility, without effecting a commensurate amount of good; and is a positive evil when the pupil-teacher is compelled to it, or when the mistress is obliged to receive them.

"But it may be urged, that this plan, or a modification of it, would take an undue amount of time. I differ from those who say so. The change of employment will be beneficial to health, and there will be more vigour, physical and moral, in consequence of the actual bodily exertion. This, I can assert, from my own experience.

"But above all things I do not wish to appear dictatorial, nor to presume upon the little insight I have gained into this subject. As yet, I confess, I see much better what could and what ought to be done, than what has been already done. I only venture to make these remarks in the hope that some abler hand may trace out a better system, and that better help in the way of books may be afforded. I often wish that some lady would write a book of lessons on common things, as well suited to the requirements of females, as that of Dean Dawes is to male teachers. Far more is done towards the education of the poor of this country than for the middle classes, or for the better sort of poor, as they are called, of our large manufacturing towns. Since writing the above it has occurred to me, that if some knowledge of household work, common cooking, baking, &c., were required of each candidate for the office of pupil-teacher, it would greatly assist a schoolmistress in her attempts to do something in this way in the school generally; and, besides, the parents would have an interest in the matter, and it would be a means of disarming their prejudices as to industrial training.

"Again, much good would be effected if the pupil-teachers were made clearly to understand that the money which they receive is for their own use —not for their own selfish use—not merely that no member of their own family may take it from them, but theirs for the purpose of teaching them how to lay it out to the best advantage, that afterwards, when they shall become possessed of larger sums, they may have no difficulty as to what they should do with their money. Thus, when a pupil-teacher receives her first year's stipend, the schoolmistress, should advise her as to what to do with it. A clear calculation should be made as to what books should be bought, what clothes must be had, what should be given to the parents *towards* her maintenance; and a small sum should resolutely be placed in the savings bank, to fall back upon when she enters a training school. Of two pupil-teachers of my acquaintance, who have gained Queen's scholarships at the last examination, one had saved 17*l.*, the other 20*l.*, during her apprenticeship. I grant that they had had privileges, but one is an orphan, and had received no assistance in money beyond the grants of the Privy Council.

"*Royal School, Windsor Park,* (Signed) H. Heaton."
30 *January* 1856."

REPORT *on the* TRAINING INSTITUTION *of the* BRITISH AND FOREIGN SCHOOL SOCIETY, *in the Borough Road, Southwark, by Her Majesty's Inspector of Schools,* M. ARNOLD, Esq., M.A.; *for the Year* 1855.

MY LORDS, London, January 1856.

I HAVE the honor to present to your Lordships my report, for the year 1855, upon this institution, which I visited in the week commencing on the 17th of September last.

In addition to the voluminous reports upon this institution by the late Mr. Fletcher, reports upon it for the years 1853 and 1854, by my colleagues Mr. Morell and Mr. Bowstead, have been published in the volumes of your Lordships' Minutes for those years. Former reports.

It is unnecessary to occupy space by simply repeating facts which have been already recorded, and which remain unchanged. I shall confine myself in this report as far as possible to features, presented by this institution in 1855, which it did not present in preceding years.

In accordance with this intention, I shall say no more respecting the buildings, ventilation, fittings, and domestic arrangements of the institution, than that there is no alteration of any importance to report in regard to them. Buildings, &c.

The following balance sheet exhibits the receipts and expenditure of the whole institution during the year from February 1854 to February 1855. Balance sheet.

From February 1, 1854, *to January* 31, 1855.

RECEIPTS.	£ s. d.	£ s. d.
Her Majesty Queen Victoria, Annual Subscription	100 0 0	
His Grace the Duke of Bedford ditto	100 0 0	
Annual Subscriptions	1,225 15 6	
		1,425 15 6
Donations, including Instalments on Special Subscriptions		852 6 6
Auxiliary Societies		794 17 9
Borough Road Schools—Children's Pence, Boys	268 2 9	
Ditto ditto Girls	113 15 7	
		381 18 4
Ground Rents		45 19 9
Legacies:—Stone, J., Esq.	500 0 0	
Goff, Mrs.	52 14 3	
Wilson, John B., Esq., £2,000, 3 per cent., less duty	1,577 12 6	
Fordham, E. A., Esq., £500, 3 per cent., less duty	450 0 0	
Thomas, Edward, Esq., of Bristol, £3,000, less duty	2,700 0 0	
Biller, Mrs. S., of St. Petersburgh	104 16 4	
Miles, Rev. J. E., £50, less duty	40 14 1	
		5,425 17 2
Payments in part of Expenses in Board and Lodging—		
By Teachers in Male Department	481 5 0	
Ditto Female ditto	428 19 2	
		910 4 2
Amount received for the Sale of the Society's Publications	4,672 8 10	
Additional Stock for Depository carried to Stock Account, and estimated as Cash	209 0 8	
		4,881 9 6
Dividends on £5,044 2s. 6d., 3 per cent. Consols, invested for special purposes, to Midsummer, 1854	75 13 2	
Dividends on £666 19s., 3 per cent. Consols, for the Education of Children of Insolvent Debtors in the Queen's Bench	10 0 1	
Dividends on £5,000, 3 per cent. Consols, Estate of the late James Grant, Esq., invested for special purposes, to Midsummer, 1854	75 0 0	
		160 13 3
Committee of Council on Education	750 0 0	
Ditto on Account of Certificated Teachers and Queen's Scholars	1,729 14 6	
		2,479 14 6
	£	17,338 16 5

PAYMENTS.	£ s. d.	£ s. d.
BOROUGH ROAD MODEL SCHOOLS.		
Boys.—School Materials, Rewards, Salaries, &c.	346 9 0	
Girls.—School Materials, Rewards, Salaries, &c.	254 18 10	
		601 7 10
TRAINING DEPARTMENT.		
Board and Lodging of Teachers, Males	1,948 3 1	
Board and Lodging of Teachers, Females	955 14 1	
Books, &c.	102 3 6	
Coals, Coke, Gas, and Water	294 18 3	
Furniture	50 9 2	
Principal, and Assistant Tutors	1,010 0 0	
Medical Attendance and Incidentals	49 8 3	
Expenses in Manchester, Mathematical Lectures, &c.	14 7 10	
		4,491 4 2
TRAVELLING AGENTS.		
Expenses attendant on Formation of Auxiliaries, and Examination of Country Schools		1,217 9 8
SCHOOL INSPECTION.		
Inspection of Schools in London and vicinity. Inspector's Salary and Travelling Expenses		111 11 7
GRANTS.		
Money and School Materials on behalf of Schools at home and abroad		503 16 3
SCHOOL MATERIALS.		
Paid for School Materials and Expenses of Depository		4,881 9 9
GENERAL EXPENSES.		
Secretary	400 0 0	
Printing and Paper for Report, Educational Record, &c.	365 18 0	
Stationery, Books, &c.	192 4 8	
Postages, Parcels, and Messengers	141 3 9	
Expenses of General Meeting, Examinations, and Examinations of the Students	75 8 9	
Collector's Poundage	57 2 0	
Repairs, Alterations, &c.	420 17 5	
Advertisements	9 0 2	
Rents	178 11 1	
Insurance	25 10 6	
Rates and Taxes	55 3 1	
Interest on money borrowed	61 17 0	
Educational Exhibition	45 3 5	
Accountant and Expenses	127 6 8	
Incidental Expenses	29 13 7	
		2,385 0 1
Balance of Legacies (including Loans repaid) carried to Capital Account		3,166 17 4
	£	17,338 16 5

The Accounts of the Institution for the year ending January 31, 1855, having been submitted to a Public Accountant, we are satisfied, after inspection, as to their accuracy.

(Signed) JOHN MORLAND.

With regard to the receipts from legacies, it is to be remarked, that an unusually large sum has been received from this source during the year to which these accounts relate. The amount of the annual subscriptions to the society has been maintained.

Officers. The officers of the institution, also, have remained the same during the year 1855 as they were during the year 1854.

Model schools. The model schools attached to the institution do not properly, as I conceive, come within the sphere of this report. They are yearly visited and reported upon by Mr. Bowstead, in whose district they are. I shall only remark in passing, that I have been exceedingly struck, when hearing candidates for certificates teach a class in my presence at this institution, with the quickness and correctness in answering displayed by the scholars, drawn from the model schools, upon whom the candidates were exercising their skill. I will remark, also that it is with a mixture of astonishment and of regret, that I notice the want of an infant school among the model schools attached to an institution so important as this, and in other respects so complete.

Training department. I now pass to the proper subject of this report, to the training department for students.

Number of students. The following tables will show the number of students admitted to the Normal College, and of those who have left it, from April 1854 to April 1855 :—

Table I.—Normal College (Young Men).

Number of students attending the classes during the year	148
Entered during the same period	81
On the list, April 1st, 1854	67
Submitted for examination for certificates of merit	37
Obtained certificates	33
Queen's scholars admitted	37
Appointed to schools	73
Withdrawn from various causes	6
Died	4
On the list, April 1st, 1855	65

Female Establishment

Number who have attended the classes during the year	157
Entered during the same period	87
On the list, April 1st, 1854	70
Submitted for examination for certificates, Christmas, 1854	25
Obtained certificates	24
Queen's scholars admitted	18
Appointed to schools	67
Died	1
Withdrawn, from various causes	15
On the *list, April 1st*, 1855	74

It will be observed that while these tables extend only to April 1855, my report extends to the autumn of that year.

Operation of Minutes of 20 August 1853, and 28 June 1854.

With regard to the course of instruction during the year 1855, an important change has occurred in consequence of the operation of your Lordships' Minutes of 20 August 1853, and 28 June 1854.

The operation of the former of these Minutes had already been felt in 1854. Under that Minute a much larger number of Queen's scholars was admitted at Christmas, 1853, than had been admitted in previous years; and, in consequence of this, the number of students preparing for the certificate examination was much larger in 1854 than in the years preceding. In 1854, however, that part of the Minutes which provides for a second year's training of the students, had not yet borne fruit. There was in 1854 no class of students of the second year under instruction. There were two classes only; a class of students of the first year, and a general class.

Operation of Mr. Moseley's Letter of 2 May 1854.

Again; the certificate examination of Christmas, 1854, presented this feature wherein it differed from its predecessors; it was the first examination held after the publication of Mr. Moseley's letter of 2 May, 1854, containing a programme of subjects for the annual examination of students in training schools. But this letter appearing in May, the course of instruction for 1854 in the Training School had already been fixed when it appeared; and the full modification of the course of instruction caused by the introduction of this yearly programme was not witnessed until 1855.

My report, therefore, for the year 1855, has to deal with the alterations brought about by the following special causes: 1, the increased number of students preparing for the certificate examination, and the establishment of a class of students of the second year; and, 2, the introduction of a programme of subjects for examination.

The increased number of students preparing in 1855 for the certificate examination is best shown by the following table:—

NORMAL COLLEGE.—MALES.

	2nd Year.	1st Year.	General.*	Total.
Number in each class at date of inspection, September 17, 1855.	7	42	25	74
Number in each class before examination at Christmas, 1854.	—	37	21	58
	1st Class.	2nd Class.	3rd Class.	
Number obtaining certificates - - -	7	10	16	33
Number remaining for 2nd year - -	1	3	4	8

* This class consists of students staying less than 18 months in the College.

FEMALES.

	2nd Year.	1st Year.	General.*	Total.
Number in each class at date of inspection, September 17, 1855.	5	43	14	62
Number in each class before examination at Christmas, 1854.	—	24	30	54
	1st Class.	2nd Class.	3rd Class.	
Number obtaining certificates - - -	10	11	3	24
Number remaining for 2nd year - -	1	4	—	5

* This class consists of students staying less than 12 months in the College.

It thus appears that whereas there were but 112 students (58 males, 54 females) in the classes of the Normal College at Christmas, 1854, there were 136 (74 males, 62 females) at the date of my inspection in 1855.

At the beginning of 1854, 51 Queen's scholars of both sexes were admitted. At the beginning of 1855, 55 were admitted.

In 1855, therefore, the number of students in the classes was greater than in 1854; but this was not all. The relative numbers of the students in the different classes had undergone a change. In the general class, consisting of students staying less than 12 months in the College, the table shows a total of 51 students of both sexes at the end of 1854. In September, 1855, it shows a total of no more than 39. Thus, while the whole number of students has greatly increased, the number in this class, the general class, has considerably diminished. The accession of numbers in 1855, arises, therefore, from students who remain at least one entire year in the institution.

There is another change. In 1854 we find but two classes, a class of students of the first year, and a general class. In 1855 we find in addition a third class, consisting of students who have remained to undergo a second year's training. This third class, however, is small; in the male department it numbers seven students, in the female department five.

There is also present, to modify the course of instruction in 1855, Mr. Moseley's programme; which, if it makes no addition to the accustomed subjects of examination, yet provides for graduating the examinations according to the year of residence, defines the subjects accurately, and, for many of them, names text-books.

Male Department Course of instruction for 1855.

A comparison of the following table, exhibiting the course of instruction in the male department of this institution for 1855, with the time-table published in former reports, will show the effect of these changes.

desirable (and how truly in education is this desirable!) to give more?

ıale De-ment.

If we turn to the female department, it is still more evident how little success the proposal to continue the training of students for a second year has yet met with at this institution. In the male department, certainly, the whole course of the instruction has been modified, so as to provide for the second year's training; there, all that is to be lamented is, that so few students have taken advantage of what was provided for them. But in the female department, not merely is the number of students of the second year (five only) very small, but the course of instruction has not yet been rearranged so as adequately to meet the requirements of the new system. All that has been done is to graft upon the old course a course for the five students of the second year in a manner which appears to me by no means entirely satisfactory. And for this reason. Inasmuch as the old course provided full occupation for the time of the excellent staff of teachers in this department, who cannot multiply themselves to meet the demands of two distinct courses at the same time, the second-year students are necessarily left to go through much of their work by themselves, with a general direction and supervision in it, rather than with an adequate direct instruction. With this remark I exhibit the time-table for the female students of the second year:—

ıe-table female dents of second r.

EMPLOYMENT OF TIME.—SECOND-YEAR STUDENTS.

MONDAY.

Time.	
9. —10.30	Writing. Preparation of Lessons.
10.30—12.	Grammar.
2. — 3.30	School Management.
3.30— 5.	Arithmetic.
6. — 7.30	Geography.
7.30— 8.30	Reading.

TUESDAY.

9. —10.30	English History.
10.30—12.	Needlework.
2. — 3.	School.
3. — 4.30	Arithmetic.
4.30— 5.	Mental Arithmetic.
6. — 8.30	Drawing.

WEDNESDAY.

9. —10.30	Lessons. Criticisms.
10.30—12.	Domestic Economy.
2. — 3.	School.
3. — 5.	Reading General History.
6. — 7.30	Written Lessons.
7.30— 8.30	Reading General Geography.

THURSDAY.

Time.	
9. —10.30	Composition. Essays, &c.
10.30—12.	School Management, or visiting Local Schools.
2. — 3.	Writing Geography.
3. — 4.	Chemistry of Common Life (Johnston's).
4. — 5.	Natural History.
6. — 8.30	Singing.

FRIDAY.

9. —10.30	Critical Lessons.
10.30—12.	Readings in Milton.
2. — 3.	Biography.
3. — 3.30	Book-keeping.
4. — 5.	Lecture in Pedagogy, Dr. Cornwell.
6. — 7.30	Correcting Exercises.
7.30— 8.30	Preparation of Lessons.

SATURDAY.

Same as other classes.

The institution appears to me, therefore, to have failed this year in both departments, so far as regards the *number* of students retained for a second year's course, to meet the requirements of the Minutes of August 1853 and June 1854; and in the female department, it appears to me, that the *plan of instruction*, also, has not yet been adequately adapted to the demands of those Minutes. And, so far as I can learn, the failure in regard to the numbers retained for a second year's course has been greater here than at most other Training Schools. Second year's course.

I do not, however, impute this failure as a fault to the institution; for it does not rest with the authorities of a Training School to determine whether a student shall remain for a second year's course or not; and there exist perhaps reasons why the number of students unable to spare time for a second year's training should be larger at this institution than at others. But, notwithstanding this, I hope that the number will increase; and already, indeed, there are some signs that such will be the case. The same progress which has brought about the increased development of the first-year class, and which has proportionately reduced the numbers of the general class, will continue, and will ensure ultimately the yet further prolongation of the student's period of training; as a twelve months' course has now come to be practically recognized as superior to a six months' course, so the two years' course will in its turn obtain, in the increased number of those who submit to it, the same practical recognition of its advantage. In 1854 the numbers in the general class were such that this class absorbed one-half of the teaching-power of the institution; in 1855 it has absorbed but one-third; and in 1856 this amount will, I am informed, be yet further reduced. Teaching-power of the Institution.

In the present year, however, the Training College will gain an absolute increase of its teaching-power, by securing the entire services of Mr. Smith, the assistant-tutor, of whose services it has hitherto obtained only a part.

One advantage the general class has had above the other classes; the advantage of a more constant attendance in the model schools. As practice in teaching is not less requisite than lectures are for the training of a schoolmaster, it is to be desired that the first and second year students should have a greater share in this advantage; and provision has, I am informed, been made for ensuring it to them during the coming year. Attendance of students in the model schools.

When I pass from these matters to consider the work actually done in the existing classes of this Training College, it is difficult to express myself in too strong terms of praise. The *distinctive spirit* of the place seems to me to be one of Work of the students.

active-mindedness. What one finds most accurate, most clear, most thorough in the work of the best elementary schools of this country, one finds, I think, in the work of the students here, in a high degree of concentration and perfection. The discipline and demeanour of the students are also quite satisfactory; but I repeat, that what strikes me the most in this Training College is its spirit of *active-mindedness;* the extent of work performed, and performed with industry, with accuracy, and with spirit.

Industry and accuracy are perhaps eminently the qualities of men; but they are strongly apparent in the female department of this institution as well as in the male. With respect, however, to the course of instruction there, much of which must necessarily coincide with that in the male department, I cannot forbear to express my opinion that the female students might, with the greatest advantage, attend some of the lectures given to the classes of male students. The female department here has a very able staff of teachers; but there are certain branches of instruction, such, for instance, as grammar and arithmetic, which seem peculiarly to belong to the domain of the masculine intellect; and in these branches, I think that the instructors of the male students would also be the best instructors of the female.

Teachers of the Institution.

The attainments of the student are the best testimony to the merits of the teacher, and it is superfluous for me, therefore, after what I have said of the students, to mention separately every teacher with eulogy. Some of the teachers at this institution, indeed, such as Dr. Cornwell and Mrs. Macrae, are so well and so honourably known to the public, their merits in the service of education have so long been recognized, that to bear testimony now to their admirable qualities is wholly unnecessary. But I may be allowed to express my sense of the rare endowments as a lecturer which Mr. Fitch, the Vice-Principal, appears to me to possess; he has, in lecturing, the gifts of animation of manner, of exactness and at the same time fluency of expression, of coherence in his method of treating his subject, to a degree, in my opinion, quite eminent; and these are the most desirable gifts for a lecturer. He is also fully alive to the necessity of infusing into the students something of that general *culture*, the want of which is perhaps the greatest defect of the present teachers of elementary schools, and the defect hardest to remedy.

Retirement of the principal.

Towards the beginning of my report I stated that no change had taken place in the staff of teachers in this institution during the year 1855. But at the end of the year a most serious change has taken place. Dr. Cornwell, for twenty

years connected with this institution, has resigned the office of principal, and at the moment at which I now write that office is filled by his successor, Mr. Fitch. It is hard to conceive this Training College without Dr. Cornwell, who has impressed upon it so much of what constitutes its peculiar character. His resignation was attended by the most honourable manifestations of esteem and regret from the Committee of the British and Foreign School Society, and from the students; and long, I trust, will the latter continue to show the traces of his wholesome influence, in the maintenance among them of their present habits of intelligent and conscientious industry.

I have the honor to be, &c.

MATTHEW ARNOLD.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

BRITISH AND FOREIGN SCHOOL SOCIETY'S TRAINING SCHOOL.

I. MALE STUDENTS.

First Year { 42 Candidates. / 34 Certificates. — Second Year { 7 Candidates. / 7 Certificates.

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Grammar and English literature	13	–	28	4	1	3	–	–	–	–	–	–
History	–	2	8	2	27	–	6	3	1	–	–	–
Geography and popular astronomy	–	–	–	4	19	3	18	–	4	–	1	–
Arithmetic and book-keeping	3	1	8	2	16	3	8	1	3	–	4	–
Euclid (Students 1st year only)	1	–	19	–	7	–	1	–	4	–	9	–
Algebra (Students 1st year only)	5	–	8	–	17	–	6	–	5	–	1	–
Industrial mechanics (Students 1st year only)	–	–	6	–	17	–	9	–	9	–	1	–
Physical science (Students 2nd year only)	–	2	–	3	–	2	–	–	–	–	–	–
Higher mathematics (Students 2nd year only)	–	–	–	–	–	3	–	–	–	2	–	2
Vocal music	1	–	2	2	25	3	12	2	1	–	1	–
Drawing from models	–	1	5	2	22	3	10	1	3	–	1	–
School management	1	–	18	5	19	2	3	–	1	–	–	–
Reading	–	–	21	4	20	3	1	–	–	–	–	–
Spelling	–	–	30	6	12	1	–	–	–	–	–	–
Penmanship	–	–	12	0	19	4	10	3	1	–	–	–
Inspector's Report (Students 2nd year only)	–	–	–	6	–	1	–	–	–	–	–	–
Welsh	1	–	2	–	1	–	2	–	–	–	–	–

II. Female Students.

First Year { 42 Candidates. 34 Certificates. } Second Year { 5 Candidates. 5 Certificates. }

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Arithmetic	–	–	5	–	20	4	13	1	3	–	1	–
Industrial skill	10	3	17	2	13	–	2	–	–	–	–	–
English grammar	–	–	4	–	20	3	15	2	3	–	–	–
English history	1	–	7	5	18	–	15	–	1	–	–	–
Geography	1	–	4	1	25	4	8	–	4	–	–	–
Notes of a lesson (Students 1st year only)	1	–	17	–	18	–	6	–	–	–	–	–
Essay (2nd year only)	–	–	–	4	–	1	–	–	–	–	–	–
Domestic economy	–	–	5	3	21	2	14	–	2	–	–	–
School management	–	–	25	2	12	3	5	–	–	–	–	–
Music	3	–	4	–	13	–	12	1	7	–	3	4
Drawing	–	–	–	–	4	1	23	2	11	1	1	1
Reading	1	–	15	3	25	2	1	–	–	–	–	–
Spelling	–	–	26	5	15	–	1	–	–	–	–	–
Penmanship	–	–	3	2	33	3	16	–	–	–	–	–
Inspector's Report (Students 2nd year only)	–	–	–	3	–	2	–	–	–	–	–	–

REPORT *on the* WESLEYAN TRAINING INSTITUTION *in the Horseferry Road, Westminster, by Her Majesty's Inspector of Schools,* J. BOWSTEAD, Esq., M.A.; *for the Year* 1855.

MY LORDS, January 1856.

IN accordance with my instructions, I visited the Wesleyan training school for teachers situated in the Horseferry Road, Westminster, during the first week of October last. The institution comprises both male and female students, and at the date of my visit contained 56 of the former and 33 of the latter. Of the male students 20 were in the second year of their training, 19 of the 20 being Queen's scholars; 36 were in their first year, and of these 22 were Queen's scholars. The female department embraced 10 students of the second year, of whom 7 were Queen's scholars, and 23 of the first year, including 9 Queen's scholars. Thus, of the whole 89 students then in the institution, 57 were Queen's scholars, paid for out of the Parliamentary grant at rates varying from 13*l.* 6*s.* 8*d.* to 25*l.* per annum.

These figures, however, do not convey an entirely correct idea of the work done in the institution during 1855; for the session began with the admission of 101 students, 61 males and 40 females, and this number was under training during the early part of the year, though it afterwards became reduced, in consequence of ill-behaviour on the part of one student, sickness in the case of some few, and the necessity of sending out others to take charge of schools.

It is a rule of the institution that every student admitted shall continue under training for two years; but the Principal reserves to himself the power to dispense with this rule whenever such circumstances arise as render it in his judgment expedient that the training should cease at the close of the first year. A dispensing power of this kind is absolutely necessary to meet cases of delicate health or peculiar mental or bodily constitution; but the rule itself is not the less a wise and good one. By insisting, as far as possible, that every teacher sent forth into the world shall have received a sufficient training, the Wesleyan Education Committee take the

best security for the efficiency of the schools established by the body which they represent.

The institution being calculated to accommodate 100 students, it results from the rule as to two years' training for each, that about fifty teachers will go forth from it annually, a supply apparently more than sufficient for the present number of Wesleyan day schools in Great Britain, which at the close of 1854 was stated to be 434. It was stated, however, at the same time and on the same authority, that of the Wesleyan education committee, that the number of Sunday schools belonging to the body was 4,099, and the number of scholars in those schools 401,763. It is obvious from these figures that the promotion of a distinct week-day education by the Wesleyan denomination is yet in its infancy; that if the present movement for that end be continued, it is capable of receiving a much larger development; and consequently that there is little danger of overstocking the market with teachers fitted by special preparation for this class of schools.

For some years prior to 1851, the date of the opening of the Westminster institution, the Wesleyan Education Committee were accustomed to send their teachers to be trained at the Free Church Training School in Glasgow, under the direction of Mr. Stow, whose system of training appeared to them, after much consideration, superior to any other within their reach. That system has thus very naturally become the basis of the instruction given at Westminster, and all its distinctive features are to be found displayed there. The reports of my colleagues, Mr. Arnold for 1853, and Mr. Morell for 1854, render it unnecessary for me to enter minutely into the details connected with the management either of the Normal department or of the practising and model schools. The plans pursued continue to be substantially the same as they are represented to be in those reports, and the slight modifications introduced into the time tables and routine of lectures, &c. are not such as to require particular notice. The number of children instructed in the practising schools has gone on steadily increasing, and there is now an ordinary attendance of about 800. Those schools appear to be excellently appointed in all respects, and the advantages which the students must derive from frequently taking part in the school-work, and thus becoming familiar with all its details, carried out upon a scale so considerable, and with a single view to attain the highest practical efficiency, cannot be overrated.

The following is a complete list of the officers in charge of the institution at the date of my visit:—

TRAINING COLLEGE.

Principal—Rev. John Scott.
Secretary—Rev. M. C. Taylor.
Head Master—W. Sugden, Esq., B.A.
Tutors—Mr. J. L. Kinton, Lecturer on English Literature; Mr. J. R. Langler; Mr. Conrad Cox, B.A.; Mr. C. Mansford.
Drawing Master—Mr. J. Smetham.
Music Master—Mr. E. J. West.
Governess—Mrs. M. Osborn.
Drill Master—Sergeant W. Low.

PRACTISING AND MODEL SCHOOLS.

Infant Department (Boys and Girls) 2*d.* per week.
Mistress, Mrs. Smetham; Second Mistress, Miss S. A. Brown.

Junior Department (Boys and Girls) 3*d.* per week.
Master, Mr. E. J. West; Assistant, Mr. Winstanley.

Senior Department (Boys and Girls) 6*d.* per week.
Master, Mr. T. E. Bell; Assistants, Messrs. Bibbing and Warren.

Industrial Department (Girls) 6*d.* per week.
Mistress, Mrs. M. Rogers; Second Mistress, Mrs. M. Osborn.

Model School (Boys and Girls), 3*d.* per week.
Master, Mr. W. Holloway.

I bear testimony with pleasure to the eminent qualifications of all these officers for the duties entrusted to them, as well as to the devoted spirit in which the whole business of the establishment is carried on. Mr. Kinton, after examination at Easter last, obtained a lectureship in English literature, under the Minute of 20 August 1853; and Mr. Mansford has passed successfully the examination for a first-class certificate of merit. In the case of both these officers I have, without hesitation, recommended payment of the augmentations of salary conditionally due to them.

In respect of numerical force, the staff of teachers employed at this institution, when compared with the returns given in the last published volume of your Lordships' Minutes, certainly does not fall short of the average for training schools of similar dimensions. It is necessary, however, to bear in mind that the students here are of both sexes, that in each sex there are both first and second year students, and that consequently the instruction of four distinct classes of pupils, pursuing four distinct courses of study, has to be provided for. Under such circumstances it is obvious that ample employment is provided for the head master and his four principal assistants.

The admission of female students gives rise to another observation. In looking over the reports of my colleague, the Rev. F. C. Cook, upon female training schools, I do not find any institution, however small, with less than two female teachers, and I find Mr. Cook remarking: "The success of the

at the general examination for certificates of merit. Since that date its students have regularly attended the annual examinations, and I am assured that this attendance has never been confined to selected candidates, but that on the contrary, care has been taken to present every student whose term of study entitled him to compete. I proceed to give the tabulated results of these several examinations, beginning with the male department.

Westminster Wesleyan Training School.

Christmas 1852.

20 Candidates, 12 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.
Grammar	1	5·00	2	10·00	10	50·00	5	25·00	1	5·00	1	5·00
History	–	–	1	5·00	4	20·00	9	45·00	6	30·00	–	–
Geography	–	–	8	40·00	4	20·00	7	35·00	–	–	1	5·00
Arithmetic	–	–	4	20·00	9	45·00	5	25·00	2	10·00	–	–
Mensuration, &c.	–	–	1	5·00	2	10·00	5	25·00	1	5·00	11	55·00
Geometry	–	–	6	30·00	7	35·00	2	10·00	4	20·00	1	5·00
Algebra	–	–	–	–	3	15·00	7	35·00	6	30·00	4	20·00
Higher Mathematics	–	–	–	–	–	–	–	–	2	10·00	18	90·00
Physical Science	–	–	–	–	9	45·00	3	15·00	5	25·00	3	15·00
Latin	–	–	–	–	2	10·00	–	–	2	10·00	16	80·00
Greek	–	–	–	–	2	10·00	–	–	2	10·00	16	80·00
French	–	–	–	–	–	–	–	–	2	10·00	18	90·00
Vocal Music	–	–	1	5·00	6	30·00	12	60·00	1	5·00	–	–
Model Drawing	–	–	–	–	1	5·00	2	10·00	12	60·00	5	25·00
Reading	–	–	6	30·00	14	70·00	–	–	–	–	–	–
Spelling	–	–	6	30·00	9	45·00	5	25·00	–	–	–	–
Penmanship	–	–	–	–	15	75·00	5	25.00	–	–	–	–
School Management	–	–	1	5·00	10	50·00	7	35·00	1	5·00	1	5·00
Inspector's Report	–	–	3	15·00	14	70·00	3	15·00	–	–	–	–

Upon this occasion none of the candidates were Queen's scholars. The successful candidates formed 60 per cent. of the whole.

Christmas 1853.

31 Candidates, 15 Certificates.

Grammar	–	–	1	3·22	8	25·80	17	54·83	5	16·12	–	–
History	–	–	13	41·93	13	41·93	5	16·12	–	–	–	–
Geography	–	–	12	38·70	14	45·16	3	9·67	2	6·45	–	–
Arithmetic	–	–	5	16·12	8	25·80	9	29·03	3	9·67	6	19·35
Mensuration, &c.	–	–	–	–	3	9·67	2	6·45	7	22·58	19	61·28
Geometry	–	–	4	12·90	19	61·28	4	12·90	3	9·67	1	3·22
Algebra	1	3·22	2	6·45	9	29·03	10	32·25	7	22·58	2	6·45
Higher Mathematics				–	1	3·22	–	–	4	12·90	26	83·87
Physical Science				6·45	18	58·06	7	22·58	3	9·67	1	3·32
Latin				–	2	6·45	3	9·67	3	9·67	23	74·19
Greek				–	1	3·22	–	–	–	–	30	96·77
French				–	1	3·22	–	–	–	–	30	96·77
Vocal Music				–	3	9·67	4	12·90	24	77·41	–	–
Model Drawing				–	1	3·22	6	19·35	19	61 28	5	16·17
Reading	–	–	2	6·45	18	58·06	11	35·48	–	–	–	–
Spelling	–		19	61·28	11	35·48	1	3·22	–	–	–	–
Penmanship	–	–	–	–	7	22·58	17	54·83	4	12·90	3	9·67
School Management	–	–	3	9·67	17	54·83	10	32·25	1	3·22	–	–
Inspector's Report	–	–	5	16·12	24	77·41	2	6·45	–	–	–	–

Here 8 out of 31 candidates were Queen's scholars. The per-centage of successful candidates was 48·4.

Christmas 1854.

1st Year.—39 Candidates, 32 Certificates.

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.
Grammar	–	–	13	33·33	22	56·40	4	10·25	–	–	–	–
History	–	–	10	25·64	13	33·33	15	38·45	1	2·56	–	–
Geography	–	–	2	5·13	26	66·66	11	28·20	–	–	–	–
Arithmetic	–	–	1	2·56	23	66·66	10	25·64	–	–	2	5·13
Algebra	–	–	1	2·56	13	33·33	9	23·07	6	15·38	10	25·64
Euclid	2	5·13	2	5·13	21	53·85	4	10·25	2	5·13	8	20·51
Industrial Mechanics	–	1	–	–	8	20·51	22	56·40	6	15·38	3	7·69
Vocal Music	–	–	–	–	12	30·76	26	66·66	1	2·56	–	–
Model Drawing	–	–	3	7·69	22	56·40	11	28·20	2	5·13	1	2·56
Reading	–	–	6	15·38	30	76·92	3	7·69	–	–	–	–
Spelling	–	–	34	87·17	4	10·25	1	2·56	–	–	–	–
Penmanship	–	–	1	2·56	27	69·21	10	25·64	1	2·56	–	–
School Management	–	–	15	38·45	18	46·14	5	12·82	1	2·56	–	–
Inspector's Report	–	–	7	17·95	32	41·02	–	–	–	–	–	–

Here 19 out of 39 candidates were Queen's scholars. The per-centage of successful candidates was 82.

2nd Year.—1 Candidate, 1 Certificate.

Grammar, &c.	History.	Geography, &c.	Logarithmic Arithmetic.	Higher Mathematics.	Physical Science.	Vocal Music.	Model Drawing.	School Management.	Inspector's Report.	Reading.	Spelling.	Penmanship.
Fair.	Fair.	Good.	Fair.	Moderate.	Fair?	Fair.	Fair?	Fair	Fair.	Fair.	Good.	Fair?

The following are the corresponding tables for the Female Department.

Christmas 1852.

11 Candidates, 5 Certificates.

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.
Reading	–	–	3	27·27	8	72·72	–	–	–	–	–	–
Spelling	–	–	4	36·36	6	54·54	1	9·09	–	–	–	–
Penmanship	–	–	1	9·09	4	36·36	6	54·54	–	–	–	–
Arithmetic	–	–	–	–	–	–	2	18·18	3	27·27	6	54·54
Industrial Skill	2	18·18	5	45·45	3	27·27	–	–	1	9·09	–	–
Grammar	–	–	1	9·09	2	18·18	6	54·54	2	18·18	–	–
History	–	–	–	–	2	18·18	4	36·36	4	36·36	1	9·09
Geography	–	–	–	–	3	27·27	6	54·54	2	18·18	–	–
Domestic Economy	–	–	1	9·09	7	63·63	3	27·27	–	–	–	–
Essay	–	–	1	9·09	7	63·63	3	27·27	–	–	–	–
Vocal Music	–	–	–	–	3	27·27	7	63·63	1	9·09	–	–
Model Drawing	–	–	–	–	–	–	5	9·09	1	63·63	3	27·27
Inspector's Report	–	–	1	9·09	10	90·90	–	–	–	–	–	–

None of the candidates were Queen's scholars. The per-centage of successful candidates was 45·45.

CHRISTMAS 1853.

15 Candidates, 5 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.	No.	Per Cent.	No.	Per. Cent
Reading	–	–	12	80·00	2	13·33	1	6·66	–	–	–	–
Spelling	–	–	15	100·00	–	–	–	–	–	–	–	–
Penmanship	–	–	–	–	3	20·00	2	13·33	8	53·33	2	13·33
Arithmetic	–	–	3	20·00	3	20·00	2	13·33	4	26·66	3	20 00
Industrial Skill	–	–	3	20·00	1	6·66	7	46·66	4	26·66	–	–
Grammar	–	–	–	–	8	53·33	5	33·33	–	–	2	13·33
History	–	–	–	–	6	40·00	2	13·33	4	26·66	3	20·00
Geography	–	–	4	26·66	3	20·00	3	20·00	4	26·66	1	6·66
Domestic Economy	–	–	1	6·66	7	46·66	7	46·66	–	–	–	–
Essay	–	–	4	26·66	7	46·66	3	20·00	1	6·66	–	–
Vocal Music	–	–	–	–	1	6·66	2	13·33	10	66·66	2	13·33
Model Drawing	–	–	–	–	–	–	1	6·66	9	60·00	5	33·33
Inspector's Report	–	–	1	6·66	11	73·33	3	20·00	–	–	–	–

None of the candidates were Queen's scholars. The per-centage of successful candidates was 33·3.

CHRISTMAS 1854.

1st Year.—36 Candidates, 17 Certificates.

Reading	–	–	5	13·89	28	77·76	3	8·33	–	–	–	–
Spelling	–	–	29	80·55	5	13·89	1	2·78	1	2·78	–	–
Penmanship	–	–	–	–	6	16·66	24	66·66	6	16 66	–	–
Arithmetic	–	–	4	11·11	5	13·89	12	33·33	10	27·78	5	13·89
Industrial Skill	5	13·89	14	38·88	7	19·44	9	25·00	–	–	1	2·78
Grammar	–	–	–	–	21	58·32	9	25·00	5	13·89	1	2·78
History	–	–	2	5·55	20	55·55	7	19·44	5	13·89	2	5·55
Geography	–	–	–	–	12	33·33	12	33·33	9	25·00	3	8·33
Domestic Economy	–	–	12	33·33	12	33·33	11	30·55	1	2·78	–	–
School Management	–	–	10	27·78	20	55·55	5	13·89	1	2·78	–	–
Vocal Music	1	2·78	2	5·55	5	13·89	11	30·55	6	16·66	11	30·55
Model Drawing	–	–	–	–	–	–	8	22·22	19	52·78	9	25·00

Upon this occasion, 8 out of 36 candidates were Queen's scholars, and the per-centage of successful candidates was 47·2.

Taking the combined results of the three years, we find that the per-centage of successful candidates in the male department has been 65·9, whilst it has been only 43·5 in the female department. It is to be remarked, however, that the per-centage of Queen's scholars in the male department has been 29·6, whilst it has been only 12·9 in the female department. It is probable, therefore, that there has been a considerable difference between the male and female students in respect of the state of preparedness with which they entered the institution, and that this difference in some measure accounts for the comparatively small success attained by the latter. It is understood, moreover, that a very high degree of success has been attained by the female students examined

at the close of 1855; the results of which examination, if communicated to me in time, will appear in an appendix to this report. (*See Appendix*)

The results in the male department have been decidedly satisfactory as a whole, and those attained at the close of 1854 were of the most encouraging description. Up to that time the institution was only in its infancy, and its efforts were only experimental. As it is now a full grown establishment, as its officers have learnt by experience the best modes of carrying out their designs, and as the great majority of its students are Queen's scholars, and as such must have given evidence of a considerable amount of sound attainment before their training began, there is every reason to hope that the annual examinations will be attended with continually increasing success.

This, however, is not the only test of excellence in a Normal School for teachers. There remains behind the far higher test afforded by the actual work done by the schoolmasters and schoolmistresses whom it has sent forth into the world; and in this respect a new institution is unavoidably placed at a disadvantage by the side of older establishments. I can only say of the few young persons trained here whom I have found in charge of schools, that they appear to enter upon their work with well-defined methods of teaching thoroughly impressed upon their minds; that they generally devote themselves to it with a full reliance upon the value of their system, united to a modest appreciation of their own abilities; and that I know no instance in which their conduct, in either a moral or a religious point of view, has failed to afford satisfaction to the managers of the schools in which they are engaged. With respect to the future, my hope and belief are, that so much of the work of education in this country as may be done by the teachers sent forth from this institution will be well done, and that the influence which they are destined to exercise upon the rising generation, will be a salutary influence, and such as the State may very fitly countenance and encourage.

In the general management of this Training School may be discerned not only the fervent piety allowed to be characteristic of the body to which it belongs, but united with that piety a spirit of charity and moderation, and wisdom, which would do honor to any form of our common Christianity. Its discipline is of the best kind, depending less upon the observance of fixed rules than upon moral influence. The regulations are few, and very intelligible: they respect principally the appropriation of *time* and matters of domestic economy. Beyond these *regulations*, each inmate is regarded as responsible for

the direction of his own conduct; he is expected to be "a law to himself." The professional training afforded is the result of much thought, inquiry, and experience. Nearly all those who take part in the instruction of the students are practical teachers of long standing, and all, without exception, are men zealous in the discharge of duty, and possessing ability to impart as well as to understand. On the whole, I feel justified in presenting the institution to your Lordships as a highly efficient establishment for the religious, moral, and professional training of teachers, and as fully deserving all the public support which existing regulations enable it to claim.

I have the honor to be, &c.

JOSEPH BOWSTEAD.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

WESLEYAN TRAINING SCHOOL.

RESULTS OF EXAMINATION AT CHRISTMAS 1855.

I. MALE STUDENTS.

1st Year, 34 Candidates. 2nd Year, 17 Candidates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	Number.		Number.		Number.		Number.		Number.		Number.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
English Grammar	1	–	26	8	7	5	–	2	–	1	–	–
English History	–	1	6	4	21	8	6	2	1	1	–	–
Geography	–	–	7	8	21	7	5	1	1	–	–	–
Arithmetic	–	–	4	5	9	4	15	3	6	4	–	–
Euclid, 1st Year	1		14		10		2		3		4	
Algebra, 1st Year	–		8		9		11		4		–	
Industrial Mechanics, 1st Year.	–		1		7		9		17		–	
Physical Science, 2nd Year.		2		4		6		3		1		–
Higher Mathematics, 2nd Year.		–		–		1		1		8		5
Vocal Music	1	–	11	2	18	8	2	5	1	1	1	–
Drawing	–	2	1	4	21	9	12	–	–	1	–	–
School Management	1	1	19	7	14	8	–	–	–	–	–	–
Latin	–	–	1	1	1	–	–	–	–	–	–	–
Reading	–	–	23	9	11	6	–	2	–	–	–	–
Spelling	–	–	23	15	10	1	–	–	1	–	–	–
Penmanship	–	–	2	1	13	7	15	8	4	–	–	–
Inspector's Report (2nd Year only.)		–		9		8		–		–		–

Of the first year candidates 33, and of the second year candidates 15, were successful.

II. Female Students.

1st Year.—23 Candidates. 2nd Year.—7 Candidates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	Number.		Number.		Number.		Number.		Number.		Number.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Arithmetic	1	-	2	3	11	2	4	2	3	-	2	-
Industrial Skill	1	-	10	4	8	1	3	2	-	-	1	-
English Grammar	-	-	3	-	8	6	9	1	3	-	-	-
English History	-	-	2	3	5	3	14	1	-	-	2	-
Geography	-	-	2	-	13	6	4	1	4	-	-	-
Notes of a Lesson (1st Year).	-		6		9		5		2		-	
Essay (2nd Year)		-		3		3		1		-		-
Domestic Economy	-	-	1	4	9	2	7	1	6	-	-	-
School Management	-	-	8	5	10	-	3	2	-	-	1	-
Music	-	-	1	-	1	4	6	2	10	1	5	-
Drawing	-	-	-	-	-	3	3	1	9	2	5	1
Reading	-	-	11	7	9	-	3	-	-	-	-	-
Spelling	-	-	14	7	6	-	1	-	-	-	2	-
Penmanship	-	-	1	-	4	5	12	2	5	-	-	-
Inspector's Report (2nd Year).		2		4		1		-		-		-

The whole of the second year candidates, and 19 of the first year candidates, were successful.

REPORT *by Her Majesty's Inspector of Schools*, T. W. M. MARSHALL, Esq., *on the* ROMAN CATHOLIC TRAINING SCHOOL *of St. Mary's, at Hammersmith; for the Year* 1855.

MY LORDS, 30 January 1856.

IN compliance with your Lordships' instructions, I visited the above institution on the 15th instant, and proceed to offer a brief account of its present state.

The staff of the college is now composed as follows:—

Principal, Rev. John Melville Glenie, M.A.
Vice-principal, not yet appointed.
First lecturer, Mr. Thomas Edward Hallifax; holding first-class certificate of merit.
Second lecturer and master of method, Mr. T. J. Capel; holding first-class certificate of merit.
Drawing master, Mr. Collier, of Marlborough House.
Music master, Mr. Cratherne.

It is much to be regretted that the office of vice-principal should still remain vacant. Some time ago a gentleman eminently qualified for its duties was appointed, to the great satisfaction of the over-tasked principal, but the appointment appears to have been cancelled, and I do not learn that any further steps have been taken in the matter. Meanwhile, the principal continues to discharge the functions of both offices; and however desirable it may be that he should be relieved of part of his burden, it is impossible not to admire the zeal, patience, and ability with which he conducts the institution, and the excellent results which flow from his labours. The promoters of this training school may well congratulate themselves upon their good fortune in securing services so invaluable; and I observe with satisfaction that the students appear also to appreciate the manifold privileges which they enjoy under the direction of a superior so prudent and devoted. I must add, that their own satisfactory progress, and especially the excellence of their moral training, afford ample evidence of the reality of these privileges.

The number of students now in residence is only thirteen, of whom seven are Queen's scholars. Four quitted the institution at Christmas 1855, on the completion of their first year's training. As I have made some remarks in my general report upon the advantages of prolonging the period of training through a second year, I need not again refer to that subject. Principals of training schools will probably find it necessary to obtain a distinct pledge from students as to the length of time which they propose to devote to their training, and then to arrange the course of their studies accordingly. It is evident that the system of training and instruction suitable for a student who announces his intention to pursue his studies during a second

or even a third year, must differ importantly from that which would be adopted in the case of one whose training is to be limited to a single twelvemonth. That this discrimination may be exercised, it is necessary that the students, as soon as possible after their admission, should be divided into two classes.

With reference to the small number of students now in residence, it is to be observed, that at least a certain proportion of pupil-teachers who have completed their apprenticeship, and who would willingly have proceeded to a training school, have been deterred from doing so by the distance which they would have to travel, and the cost of the journey. It so happens that the majority of this class, up to the present time, have been apprenticed in schools far distant from Hammersmith;—some in the north of England, others in Scotland. It requires some courage to face a journey of three or four hundred miles, at their own charge, in order to attend a preliminary examination, in which success is not certain, and where failure involves the necessity of a second journey, equally costly, but no longer enlivened by hope and the expectation of an honourable triumph. My colleague, Mr. Stokes, in consideration of these discouraging circumstances, has lately suggested that the *Roman Catholic Poor School Committee* should pay the travelling expenses of candidates for Queen's scholarships, and allow a small sum for pocket money. I presume that so judicious a recommendation will not fail to be acted upon by that committee.

The average yearly number of students which the two districts should supply to the training school at Hammersmith may, at the lowest estimate, be computed at twenty-five, and ought considerably to exceed that number.

In order to provide adequate accommodation for such a body of students as would gradually come into residence upon this calculation, additional buildings are now in progress. The lithographic drawings appended to this report (*Appendix B.*) represent the form which it is proposed to give to the training school when finally completed. The design, which is by Charles Hansom, Esq., of the firm of Messrs. J. and C. Hansom, of Clifton, has, as will be seen, great architectural merit. It is particularly skilful in respect of construction and general arrangement. The dormitories, an important feature in fabrics of this class, are so arranged that each student shall have a window in his own bed-room, in addition to the light admitted at the ends of the corridor. By this plan increased facilities for ventilation are also secured.

The arrangement made for enabling sick students to take part in public worship also deserves notice. Connected immediately with the infirmaries, the architect has contrived space for two oratories, communicating directly with the chapel, and in which, without bodily exertion, invalids can assist at the

divine office. I hope I may be allowed to tender my acknowledgments to that gentleman for this excellent provision.

The following tables will afford due information as to the studies and occupations of each day:—

ORDER OF THE DAY.

At 6	Rise.	At 1	Dinner—recreation.
„ 6¾	Morning prayers and Mass.	„ 3	Private study.
„ 7¾	Breakfast.	„ 6	Refection—recreation.
„ 8	Making beds, cleaning shoes, recreation.	„ 7	Music—drawing.
		„ 9	Supper—recreation.
„ 9	Lectures.	„ 9¾	Night prayers—bed.

TIME TABLE.

SECOND YEAR STUDENTS.

—	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
At 9	Holy Scriptures.	Catechism.	Science of education.	Holy Scriptures.	Catechism.	Logic and rhetoric.
At 10	(*a*) Mathematics or Latin.					
At 11	(*b*) Geography	History.	Geography.	History.	Geography.	History.
At 12	English grammar.	(*c*) Physical science.	Latin or mathematics.	English grammar.	Physical science.	Latin or mathematics.
At 3 / At 4 / At 5	Private study.					Recreation.
At 7		Drawing.		(*d*) English literature.		
At 8	Music.				English literature.	

(*a*) *Mathematics.*—Arithmetic, Euclid, algebra, trigonometry, land surveying, and practical astronomy.
(*b*) *Geography.*—Physical, political, commercial, geology, natural history, popular astronomy.
(*c*) *Physical Science.*—Mechanics, hydrostatics, pneumatics, electricity, optics, inorganic chemistry.
(*d*) *English Literature.*—Shakespeare, Warren, Milton, &c.

FIRST YEAR STUDENTS.

—	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
At 9	(*a*) Mathematics or Latin.					
At 10	Holy Scriptures.	Catechism.	Science of education.	Holy Scriptures.	Catechism.	Logic and rhetoric.
At 11	History.	(*b*) Geography	History.	Geography.	History.	Geography.
At 12	English grammar.	Latin.	(*c*) Physical science.	English grammar.	Latin.	Physical science.
At 3 / At 4 / At 5	Private study.					Recreation.
At 7	Drawing.				English literature.	
At 8	Drawing.			English literature.		

(*a*) *Mathematics.*—Arithmetic and mensuration, Euclid, algebra.
(*b*) *Geography.*—Physical, political, commercial.
(*c*) *Physical Science.*—Industrial mechanics, and machinery.

Sundays. 11—12. Gospel of the day by heart, with notes of lesson on it.
12—1. Correction and arrangement of abstracts of week-day lessons on religious subjects.
7—8. Vocal choir music.

Original composition on a given subject in the form of an essay is required every week.

It will be observed that the above time-table does not indicate the means employed for testing either progress in any department of knowledge, or skill in teaching. This, however, is effected during the three hours allotted daily to "private study;" the students visiting the practising school according to their need, and hearing the lessons of the master of method, or giving lessons in presence of that officer.

It is to be regretted that the average attendance of boys in the practising school does not exceed seventy; so that, although the organization is complete and the instruction conspicuous for practical skill, Mr. Capel being one of the ablest teachers I have ever known, the students do not in this respect enjoy all the advantages which might be desired, nor gain experience in the management of a large and complicated school. For this defect there appears to be no remedy.

It will also be noticed that three times as much space is allotted in the time-table to music and drawing as to grammar, and twice as much as to history. The principal, to whom I have made this remark, considers that the extreme ignorance of these subjects on the part of the majority of students justifies this apparently undue proportion of time; he also regards it as a recreative occupation, suitable for the advanced period of the day to which it is assigned. It should be added that the music lesson, which includes the study of thorough bass and counter-point, is occasionally replaced by one on English literature.

With respect to the substitution of Latin for mathematics, the choice is proposed to students on their arrival; but if they elect to study Latin, only two hours a week are allowed for mathematics, and the course then includes algebra, geometry, trigonometry, and land surveying. It is deemed more advantageous to prosecute one study thoroughly than two imperfectly. In this training school a decided preference is manifested for Latin, both for its use in the study of English and for special reasons connected with the religion of the students. The principal also entertains the opinion that the study of Latin is more influential towards accomplishing the general results of intellectual training, and a more efficacious instrument in developing and enlarging the mind.

The lectures are distributed amongst the officers of the institution in the following manner:—

form, of the whole body of sacred truths which form their basis.

I may observe, in conclusion, that the lectures which deal immediately with the subject of education are by no means limited to methods, notes of lessons, and kindred topics; but while such subjects are duly considered in the lecture-room, and applied in the practising school, and, again, while the students are instructed, as far as time permits, on the nature of the faculties of the human mind, and their appropriate discipline and cultivation,—the will, the passions, human actions, rewards, punishments, &c.,—the primary aim is evidently to inculcate the paramount importance of those moral habits or energetic virtues which constitute the highest qualification of the Christian schoolmaster, and which he can impart far more persuasively by example than by instruction. To effect this is the leading principle, or rather the life itself, of this institution.

Since this report was written, I have had the advantage of revisiting the training school in company with my colleague, Mr. Stokes. We assisted each other at the various lectures, and examined into the course of instruction; and I am authorized by him to say that he entirely concurs in the opinion which I have expressed, both with respect to the character of the moral and intellectual training, and their complete adequateness to the wants of the students.

I have the honor to be, &c.

T. W. M. MARSHALL.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

HAMMERSMITH ROMAN CATHOLIC TRAINING SCHOOL.

RESULTS OF EXAMINATION AT CHRISTMAS 1855.

First Year { 9 Candidates. 8 Certificates. Second Year { 1 Candidate. 1 Certificate.

—	Excellent.		Good		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
English grammar	-	-	6	1	2	-	1	-	-	-	-	-
English history	-	-	1	1	5	-	3	-	-	-	-	-
Geography	-	1	-	-	5	-	4	-	-	-	-	-
Arithmetic	-	-	1	1	2	-	5	-	3	-	-	-
Euclid (Students 1st year only)	-	-	1	-	-	-	4	-	2	-	2	-
Algebra (Students 1st year only)	-	-	1	-	5	-	-	-	-	-	-	-
Industrial mechanics (Students 1st year only)	-	-	2	-	4	-	3	-	-	-	-	-
Physical science (Students 2nd year only)	-	-	-	-	-	1	-	-	-	-	-	-
Higher mathematics (Students 2nd year only)	-	1	-	-	-	-	-	-	-	-	-	-
Vocal music	2	-	4	-	2	1	1	-	-	-	-	-
Drawing	-	-	-	1	4	-	3	-	1	-	1	-
School management	-	-	6	1	3	-	-	-	-	-	-	-
Latin	1	-	2	-	-	-	-	-	-	-	-	-
Reading	1	1	8	-	-	-	-	-	1	-	-	-
Spelling	-	-	3	1	5	-	-	-	-	-	-	-
Penmanship	-	-	-	-	5	1	3	-	1	-	-	-

APPENDIX

TO

MINUTES OF THE COMMITTEE OF COUNCIL ON EDUCATION.

1855-6.

DETAILED STATEMENT of ANNUAL GRANTS conditionally payable, in Year ending 31 October 1856, on account of PUPIL-TEACHERS (with Names of Apprentices, Year of Apprenticeship, and Month in current Year in which Annual Examination is to be held); also for AUGMENTATION of SALARIES of CERTIFICATED SCHOOLMASTERS AND SCHOOLMISTRESSES; for SALARIES of ASSISTANT TEACHERS; and for RETIRING PENSIONS.

*** *This Statement has been corrected to show the results of all Examinations reported to the Committee of Council on Education* before the end of December 1855, *but does* not *include any decisions* subsequent to that date. In cases, therefore, where reports are in arrear for more than two months (November and December), the number and standing of the apprentices have had to be stated for the *current* as they were for the *past* year. These cases are marked with an asterisk (*).

ENGLAND.*

Name and Denomination of School.	Annual Grants conditionally awarded: In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.	Name of Apprentice, and Year of Apprenticeship. Boys.		Girls.		Month in which Annual Examination is to be held.
BEDFORDSHIRE.	£ s. d.	£	£ s. d.					
Ampthill - - N.	20 0 0	- -	59 0 0	W. R. Flowers	3rd	E. S. Ramsay -	3rd	July
						A. Farnell -	3rd	
Ampthill, - - B.	16 10 0	- -	29 0 0	W. Smith -	1st	- - -	—	April
				J. Gascoigne -	1st			
Aspley Guise - - N.	15 0 0	- -	73 0 0	J. Assbee -	3rd	M. E. Harris -	3rd	July
				T. Bacchus -	1st	J. Sollom -	3rd	
Aspley Guise - - B.	15 0 0	- -	32 10 0	H. Chaplin -	2nd	M. Ardley -	1st	April
Biggleswade(Girls) B.	10 0 0	- -	22 10 0	- - -	—	L. Benson -	4th	March
Cranfield - Par.	16 10 0	- -	15 0 0	T. A. Turner -	1st	- - -	—	Aug.
Dunstable - - N.	16 10 0	- -	15 0 0	F. C. Sanders -	1st	- - -	—	July
Dunstable - Wes.	20 0 0	- -	36 10 0	W. J. Mills -	3rd	- - -	—	June
				E. Darby -	2nd			
Hockliffe - - N.	25 0 0	- -	17 10 0	- - -	—	E. Mitchell -	2nd	July
Luton - - - N.	16 10 0	- -	64 10 0	W. Ward -	5th	- - -	—	Aug.
				J. Thompson -	4th			
				J. A. Hill -	3rd			
Luton - - Wes.	- -	- -	98 10 0	W. Deacon -	3rd	- - -	—	May
				J. F. Mabbott	2nd			
				F. Pearson -	2nd			
				W. Hilton -	2nd			
				S. Bennett -	2nd			
				T. Halfhead -	2nd			
Marston-Mortaine and Lidlington. N.	32 10 0	- -	42 10 0	G. Bettell -	4th	M. A. Duncombe	3rd	July
Pulloxhill - - N.	10 0 0	- -	17 10 0	- - -	—	P. Simmons -	2nd	„
Tebworth - - N.	10 0 0	- -	15 0 0	- - -	—	E. Nash - -	1st	May
Toddington - Wes.	15 0 0	- -	15 0 0	F. Tilzey -	1st	- - -	—	March
Turvey - - - N.	15 0 0	- -	15 0 0	- - -	—	J. A. Bailey -	1st	Aug.
Woburn - - B.	21 10 0	- -	15 0 0	F. W. Harris -	1st	- - -	—	March
Total - -	275 0 0	- -	583 0 0					
BERKSHIRE.								
Abingdon - - B.	15 0 0	- -	64 10 0	G. Cook - -	5th	- - -	—	April
				W. Badcock -	4th			
				C. Hicks - -	3rd			
Aldermaston - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	June
Ascot Heath - - N.	15 0 0	- -	34 0 0	C. Wellbelove	2nd	- - -	—	„
				E. Syms - -	2nd			
Beech Hill - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	May
Bray - - - N.	30 0 0	- -	17 10 0	- - -	—	C. Edwards -	2nd	Jan.
Brightwell - - N.	20 0 0	- -	36 10 0	G. F. Reilly -	3rd	- - -	—	May
				C. E. Eggleton	2nd			

* NOTE.—*The letter* N. *denotes that the School is in connexion with the National Society, or with the Church of England*; B., *with British and Foreign School Society*; Wes., *Wesleyan Methodists*; Par., *that is a Parochial School*; P.U., *a Parochial Union School*; R.C., *a School in connexion with the Roman Catholic Poor-School Committee*; *and* (S.M.) *denotes that the apprentice is a Stipendiary Monitor.*

Name and Denomination of School.		Annual Grants conditionally awarded						Name of Apprentice, and Year of Apprenticeship.				Month in which Annual Examination is to be held.
		In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.			In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.		Boys.		Girls.		
		£	s.	d.	£	£	s.					
CORNWALL—*cont.*												
Liskeard (Boys)	B.	15	0	0	- -	80	0	0	T. P. Hicks -	5th	- - -	June
								J. T. Snell -	4th		
								C. E. Moon -	3rd		
								R. P. Coath -	2nd		
Liskeard (Infants)	B.	-		-	- -	57	0	0	- - -	—	C. M. Savery -	5th	"
											E. Firks - -	3rd	
											H. S. Savery -	1st	
Marazion (Sir C. Cole's)	B.	25	0	0	- -	17	10	0	T. A. Praed -	2nd	- - -	—	July
Menheniot - -	N.	10	0	.	- -	17	10	0	- - -	—	H. Tyache -	2nd	Aug.
Mousehole - -	Wes.	-		-	- -	54	10	0	J. B. Blewett -	3rd	- - -	—	June
								R. Harry -	3rd			
								R. Pentreath -	2nd			
Mylor Bridge -	N.	12	0	0	- -	78	0	0	J. Davy -	3rd	E. Curtis -	5th	Aug.
								J. T. Carlyon -	3rd	L. Teague -	1st	
Penrose - -	N.	11	0	0	- -	-	-	-	- - -	—	- - -	—	July
Penryn - -	Wes.	15	0	0	- -	41	10	0	- - -	—	L. A. Tregellas	4th	June
											M. M'Donald	3rd	
Penzance - -	Wes.	16	10	0	- -	117	0	0	H. J. Thomas -	4th	M. Richards -	1st	"
								C. Fox - -	3rd	E. Curnow -	1st	
								G. H. Francis -	2nd			
								A. Hosking -	2nd			
								R. Thomas -	2nd			
Redruth - -	N.	16	10	0	- -	75	0	0	W. Rodda -	5th	- - -	—	Aug.
								E. W. Harry -	3rd			
								C. Everson -	3rd			
								T. P. Treglohan	1st			
Scilly Isles, St. Mary's.	N.	15	0	0	- -	49	0	0	W. C. Bastian	2nd	A. Ellis - -	2nd	July
								T. Pender -	1st			
Stoke Climsland -	N.	15	0	0	- -	90	10	0	H. M. Pearce -	3rd	L. Trix -	3rd	"
								W. Ellacott -	3rd	J. Dingle -	1st	
										A. Searle -	2nd	
Stratton - -	N.	16	10	0	- -	25	0	0	W. V. Lyle -	5th	- - -	—	June
Tresco (Scilly) -	N.	15	0	0	- -	34	0	0	S. Ellis - -	2nd	- - -	—	July
								W. Pender -	2nd			
Trevenson - -	N.	18	0	0	25	63	0	0	J. Nancarrow	3rd	- - -	—	Aug.
								E. Michell -	3rd			
								T. C. Phillips -	1st			
								G. H. Bryant -	1st			
Trevenson Pool -	N.	16	0	0	- -	85	0	0	- - -	—	E. J. Oke -	5th	"
											E. H. Phillips	4th	
											A. Langdon -	4th	
											A. Michell -	3rd	
Truro - - -	B.	15	0	0	- -	186	10	0	J. C. Burnett -	4th	E. Morcomb -	4th	June
								W. Luke -	4th	M. Penrose -	4th	
								J. Reynolds -	3rd	M. Vincent -	3rd	
								J. G. Golley -	2nd	E. J. Davy -	3rd	
								R. Lilly - -	1st	M. J. Crewes -	1st	
Truro (Central).	N.	45	0	0	- -	108	10	0	R. Greenwood	4th	E. J. Hendy -	4th	Aug.
								P. Rosewarne -	4th	J. A. Werry -	4th	
										C. Mogridge -	4th	
Truro, St. Mary's -	N.	-		-	- -	42	0	0	J. H. Hoit -	1st	- - -	—	"
								J. J. Gale -	1st			
								T. Denham -	1st			
Tywardreth -	N.	20	0	0	- -	17	10	0	R. Arscott -	2nd	- - -	—	"
Total - -		606	0	0	75	2,428	0	0					
CUMBERLAND.												
Alston - -	N.	11	0	0	- -	36	10	0	- - -	—	M. A. Pattinson	3rd	Oct.
											M. Renton -	2nd	
Aspatria - -	N.	15	0	0	- -	39	0	0	J. Hodgson -	4th	- - -	—	"
								D. Harkness -	2nd			
Brampton - -	N.	21	10	0	- -	-	-	-	- - -	—	- - -	—	"
Brigham (Keswick)	N.	15	0	0	- -	49	0	0	R. Burgess -	5th	M. Matthews	1st	"
								J. Routledge -	5th	(*Honorary.*)		

Name and Denomination of School.	Annual Grants conditionally awarded: In Augmentation of Certificated Teachers' Salaries and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.	Name of Apprentice, and Year of Apprenticeship. Boys.		Girls.		Month in which Annual Examination is to be held.
CUMBERLAND—*cont.*	£ s. d.	£	£ s. d.					
Carlisle - - B.	27 0 0	25	59 10 0	W. T. Watt -	2nd	J. Stoker -	1st	June
						S. S. Harris -	1st	
						Mr. J. Brown	1st	
Carlisle, Central (Diocesan). N.	32 0 0	- -	87 10 0	- - -	—	I. Acton -	5th	Oct.
						I. Henderson -	4th	
						H. Thorpe -	4th	
						M. Selby -	4th	
Carlisle, Ch. Ch. - N.	13 0 0	- -	- - -	- - -	—	- - -	—	
Carlisle (Fawcet's) N.	37 0 0	- -	100 10 0	D. Palmer -	2nd	E. Hind -	5th	"
						E. Charters -	4th	
						A. Dale -	4th	
						M. Furnas -	1st	
Carlisle, St. Patrick's. R.C.	27 0 0	- -	63 0 0	J. Daniel -	1st	M. Lancaster -	2nd	July
				J. M'Donald -	1st	M. A. Maguire	2nd	
Carlisle, Trinity - N.	- -	- -	44 0 0	J. Crawford -	5th	- - -	—	Oct.
				M. Bulman -	3rd			
Cleator - - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	"
Cockermouth - N.	25 0 0	- -	99 0 0	S. M'Cullough	3rd	M. James -	4th	"
				T. Barton -	2nd	R. Martin -	1st	
				J. Brough -	1st			
				J. Halloway -	1st			
Crosby-on-Eden - N.	15 0 0	- -	17 10 0	J. Scott - -	2nd	- - -	—	"
Crossthwaite, Free Grammar.	15 0 0	- -	36 10 0	W. Postlethwaite.	4th	- - -	—	"
				E. W. Dixon -	1st			
Hutton Mar - N.	16 10 0	- -	- - -	- - -	—	- - -	—	"
Keswick, St. John's N.	- -	- -	39 0 0	- - -	—	S. Hutchinson	5th	"
						M. A. Rodgers	1st	
Leadgate in Alston -	- -	- -	29 0 0	M. Clementson	1st	- - -	—	"
				W. Peart -	1st			
Maryport - - N.	15 0 0	- -	22 10 0	W. Nicholson	4th	- - -	—	"
Maryport - - B.	18 0 0	- -	66 10 0	W. Hine -	5th	M. A. Reay -	5th	June
				W. J. Brown -	2nd			
Penrith - - N.	13 0 0	- -	36 10 0	- - -	—	E. Slee -	3rd	Oct.
						A. Bateman -	2nd	
Penrith - - - B.	- -	- -	15 0 0	J. H. Butterworth.	1st	- - -	—	June
Penrith - Wes.	13 0 0	- -	59 10 0	J. S. Horn -	4th	- - -	—	"
				J. Birkett -	3rd			
				J. Robanks -	3rd			
Shaddon Works - N.	23 0 0	- -	42 0 0	F. Pattinson -	1st	- - -	—	Oct.
				G. Johnson -	1st			
				J. Gilbertson -	1st			
Stanwix - - - N.	26 0 0	- -	93 10 0	W. Parker -	3rd	M. A. Lowes -	3rd	"
				A. Creighton -	2nd	J. Lumley -	3rd	
						J. Haugh -	3rd	
Whitehaven - P.U.	- -	- -	15 0 0	T. Routledge -	5th	- - -	—	"
Whitehaven, N. Trinity.	34 0 0	- -	103 10 0	J. Sparks -	5th	E. A. Nicholson	5th	"
				J. D. Ridley -	3rd	J. Harris -	2nd	
				J. J. W. Hodgson	3rd			
Wigton - - - N.	- -	- -	39 0 0	J. Fell -	3rd	- - -	—	"
				R. Nattrass -	3rd			
Wigton - -R.C.	10 0 0	20	- - -	- - -	—	- - -	—	Aug.
Total - -	442 10 0	45	1,143 0 0					
DERBYSHIRE.								
Alfreton - N.	16 10 0	- -	23 0 0	W. Wragg -	5th	- - -	—	Sept.
Ashbourne - - N.	10 0 0	- -	22 10 0	- - -	—	M. A. Frost -	4th	July
Belper - - - N.	25 0 0	- -	88 0 0	A. Smith -	5th	A. Spencer -	5th	"
				E. Alldread -	1st	E. Marshall -	5th	
Belper - - Wes.	20 0 0	- -	39 0 0	R. Kent -	4th	- - -	—	Nov.
				R. Walters -	2nd			
Brailsford - N.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Castleton - - N.	23 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Chapel-en-le-Frith N.	13 0 0	- -	37 10 0	J. Mellor -	3rd	S. Fox -	2nd	July
Charlesworth - N.	10 0 0	- -	20 0 0	- - -	—	S. Bowbottom	3rd	Sept.

Name and Denomination of School.	Annual Grants conditionally awarded			Name of Apprentice, and Year of Apprenticeship.				Month in which Annual Examination is to be held.
	In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.	Boys.		Girls.		
DERBYSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Charlesworth - B.	15 0 0	- -	39 0 0	G. Cooper -	4th	- - -	—	April
				H. Jackson -	2nd			
Chesterfield, - N.	14 0 0	- -	42 0 0	- - -	—	E. Moore -	1st	July
						M. Hague -	1st	
						C. Cutts -	1st	
Derby, All Saints' N.	23 0 0	- -	45 0 0	- - -	—	S. Mashrey -	4th	Aug.
						E. Goode -	4th	
Derby, Ch. Ch. - N.	16 10 0	- -	85 0 0	E. Martin -	3rd	M. Mason -	5th	Sept.
				A. Eardley -	1st			
				J. Robinson -	1st			
				D. Jones -	1st			
Derby, (Curzon St.) N.	32 10 0	25	142 0 0	J. Mitchell -	5th	E. Bowmer -	4th	Aug.
				H. Walpole -	5th	S. Wibberley -	4th	
				F. Hough -	3rd	M. Harrison -	2nd	
				A. Sladen -	2nd			
Derby, Diocesan, N. Training.	18 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Derby, Diocesan, N. Practising.	15 0 0	- -	17 10 0	- - -	—	A. Adlington -	2nd	Oct.
Derby, King St. - Wes.	21 10 0	- -	17 10 0	T. H. Gee -	2nd	- - -	—	Nov.
Derby, St. Alkmund's. N.	25 0 0	- -	99 0 0	T. Potter -	3rd	S. Whitehead -	3rd	Aug.
				W. Locker -	1st	A. Poole -	2nd	
						S. Hackett -	2nd	
						S. A. Redfern -	1st	
Derby, St. Mary's R.C.	15 0 0	- -	17 10 0	J. Montgomery	2nd	- - -	—	Sept.
Derby, St. Michael's. N.	11 0 0	- -	20 0 0	- - -	—	M. A. Keeling	3rd	Aug.
Derby, St. Paul's - N.	28 0 0	- -	15 0 0	- - -	—	F. Wain -	1st	July
Derby, St. Peter's. (Devonshire St.) N.	15 0 0	25	- - -	- - -	—	- - -	—	"
Derby - - - B.	33 0 0	- -	80 0 0	H. Potts -	3rd	E. Harrison -	3rd	Nov.
						M. Mellor -	1st	
						E. A. Warren	1st	
						E. Akers -	1st	
Derby, Trinity - N.	18 0 0	50	302 0 0	C. H. Cooper -	3rd	M. Healey -	5th	Aug.
				H. Crofts -	3rd	S. A Boot -	5th	
				I. Wildbore -	3rd	L. Taylor -	4th	
				J. Wildbore -	1st	E. Grundy -	4th	
				J. Crofts -	1st	F. H. Neville -	3rd	
						E. M. Bolton -	3rd	
						J. Platts -	2nd	
						M. Warrington	2nd	
						E. Willockson	2nd	
						M. A. Crofts -	2nd	
						E. Marsh -	2nd	
						S. A. Smithard	2nd	
Draycott & Wilne Par.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Duffield - Endowed	20 0 0	- -	15 0 0	M. Hill - -	1st	- - -	—	"
Eaton, Little - N.	20 0 0	- -	40 0 0	W. Chambers	3rd	A. M. Cocker -	3rd	Aug.
Eaton, Long - N.	18 0 0	- -	- - -	- - -	—	- - -	—	"
Edensor - - Par.	16 0 0	- -	22 10 0	- - -	—	F. Turnbull -	4th	"
Hadfield - - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Hazlewood - - R.C.	10 0 0	- -	25 0 0	- - -	—	M. Banks -	5th	"
Heanor - - N.	23 0 0	- -	36 10 0	- - -	—	M. Calladine -	3rd	Oct.
						E. Fletcher -	2nd	
Ilkeston - - N.	31 10 0	- -	83 0 0	J. Orchard -	5th	E. Loughdon -	5th	Aug.
				R. Robinson -	3rd	M. A. Shaw -	1st	
Ilkeston - - B.	- -	- -	57 0 0	I. Mitchell -	4th	- - -	—	Dec.
				J. S. Revell -	3rd			
				W. Tomlinson	2nd			
Ironville - - N.	41 0 0	- -	95 10 0	C. E. Roach -	4th	S. Lloyd -	3rd	Aug.
				W. Wagstaff -	3rd	S. Tayler -	1st	
						E. Storer -	3rd	
Longford - - Par.	16 10 0	- -	- - -	- - -	—	- - -	—	July
Measham - - N.	12 0 0	- -	34 0 0	H. Priestland	2nd	- - -	—	May
				J. Wainwright	2nd			
Melbourne - - N.	16 10 0	- -	41 10 0	J. Dickenson -	4th	- - -	—	Aug.
				J. Smith -	3rd			

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DERBYSHIRE—*cont.*								
Milford - - - B.	15 0 0	- -	85 0 0	C. Rodgers	4th	A. Collinson	4th	Dec.
				S. Poulson	1st			
				H. Bower	1st			
				W. Briggs	1st			
Osmaston, Mixed - N.	18 0 0	- -	20 0 0	E. Plant	1st	- - -	—	July
				W. Robertson	1st			
Riddings - - N.	18 0 0	- -	25 0 0	S. Richardson	5th	- - -	—	Aug.
Ripley - - - N.	20 0 0	- -	20 0 0	J. Ludlam	3rd	- - -	—	July
Shardlow - - Par.	-	- -	17 10 0	S. Green	2nd	- - -	—	July
Shirley - - - N.	16 10 0	- -	20 0 0	- - -	—	S. Woolley	3rd	Oct.
Smalley - - N.	15 0 0	- -	20 0 0	W. Milner	3rd	- - -	—	Aug.
Spink Hill - - R.C.	15 0 0	- -	20 0 0	R. Calshaw	1st	- - -	—	Sept.
				J. Clare	1st			
Stapenhill - - N.	13 0 0	- -	- - -	- - -	—	- - -	—	July
Sudbury (Lady Vernon's). N.	30 0 0	- -	44 0 0	- - -	—	S. A. Meakin	5th	Aug.
						M. A. Parrick	3rd	
Whittington - N.	18 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Total - -	296 0 0	100	1,893 0 0					
DEVONSHIRE.								
Appledore - - N.	-	- -	72 0 0	- - -	—	M. A. Lemon	5th	June
						H. Clibbett	5th	
						T. Cutland	5th	
Axminster - - N.	16 10 0	- -	59 0 0	C. W. Pearce	2nd	E. Wilkinson	5th	April
						S. J. Bridle	2nd	
Axmouth - - N.	15 0 0	- -	17 10 0	A. Beer	2nd	- - -	—	"
Barnstaple (Boys) Endowed Blue Coat. N.	-	- -	41 10 0	W. Jones	5th	- - -	—	May
				W. T. Phillips	2nd			
Barnstaple (Girls) N.	-	- -	17 10 0	- - -	—	J. Robbins	2nd	"
Barnstaple - Wes.	21 10 0	- -	34 0 0	W. G. Conibear	2nd	- - -	—	Nov.
				G. Leworthy	2nd			
Bideford, Long-bridge. N.	15 0 0	- -	42 10 0	G. H. Trott	3rd	F. M. Bragley	4th	May
Bideford - - - B.	25 0 0	25	64 0 0	W. H. Griffey	5th	L. Oatway	5th	Dec.
				W. H. Major	1st	A. A. Webster (*Honorary*).	1st	
Bishopsteignton - N	-	- -	17 10 0	- - -	—	H. E. Nosworthy	2nd	May
Bovey Tracey - N.	-	- -	15 0 0	- - -	—	M. Palmer	1st	April
Brampford Wood - N. (Reformatory).	21 10 0	- -	- - -	- - -	—	- - -	—	March
Brixham, Endowed N.	16 10 0	- -	64 0 0	C. Ridley	4th	M. B. Cobley	3rd	April
				C. Carlisle	4th			
Brixham - - B.	-	- -	15 0 0	W. Bray	1st	- - -	—	Nov.
Broadclyst - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	Jan.
Castle Hill - - N.	15 0 0	- -	15 0 0	W. Down	1st	- - -	—	June
Chesford - - Par.	-	- -	17 10 0	W. H. Dare	2nd	- - -	—	May
Collumpton - - N.	15 0 0	- -	15 0 0	J. E. Lake	1st	- - -	—	April
Combe Martin - N.	-	- -	37 10 0	J. Williams	3rd	J. Burgess	2nd	May
Dawlish - - N.	-	- -	56 10 0	W. P. Towill	3rd	S. J. Litton	3rd	March
				S. Kelland	1st			
Devonport, Royal Naval & Military Free School.	30 0 0	- -	185 10 0	J. C. Gill	4th	E. A. Roach	5th	Dec.
				W. R. Solomon	4th	L. Keey	5th	
				T. W. Good	4th	M. A. Watson	4th	
				W. E. Trenaman	2nd	E. Mitchell	3rd	
						M. J. Lifton	3rd	
Devonport, St. James'. N.	16 10 0	- -	15 0 0	R. E. Facey	1st	- - -	—	March
Devonport, St. Mary's. N.	-	- -	36 10 0	G. J. Dashper	3rd	- - -	—	April
				W. Wonnacott	2nd			
Devonport, St. Stephen's. N.	27 0 0	- -	98 10 0	J. W. Gosling	5th	C. Domoney	3rd	"
				W. J. Bowden	4th	A. M. Verney	2nd	
						E. Heard	2nd	
Dittisham - - N.	-	- -	25 0 0	- - -	—	M. G. Beer	5th	"
Elmore - - - B.	12 0 0	- -	81 0 0	A. Bond	2nd	E. Beard	2nd	Dec.
				W. Skinner	2nd	A. Pyle	2nd	
				W. Parkhouse	1st			

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DEVONSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Exeter - - - N.	- -	- -	135 0 0	R. J. Voisey -	3rd	A. H. Coleman	5th	March
				J. Burnett -	2nd	L. Drake -	2nd	
				F. Hooper -	2nd	S. Churchward	1st	
				J. Flood - -	2nd			
				R. Edwards -	1st			
Exeter and Devon Central. N.	30 0 0	- -	102 0 0	W. H. Brannam.	2nd	E. Spratt -	1st	"
				H. Pinn -	2nd	M. Baldwin -	1st	
				H. C. Brown -	1st			
				A. Fenwick -	1st			
				J. G. Pinn -	1st			
Exeter, Episcopal Charity. N.	35 10 0	- -	109 10 0	J. Badcock -	3rd	A. Payne -	2nd	"
				J. S. Hammett.	2nd	M. J. Punster	1st	
						G. E. Westington	1st	
				J. S. Ireland	2nd			
				S. Hedgeland	1st			
Exeter (Mint Lane) W.	32 0 0	- -	112 0 0	R. Hall -	3rd	M. R. Barber -	3rd	Dec.
				T. T. Delbridge	2nd	E. Smith -	2nd	
				S. Maunder -	1st			
				J. Scanes -	1st			
				S. Sharland -	1st			
Exeter, St. James' N.	16 10 0	- -	80 10 0	J. James -	5th	E. Morgan -	2nd	March
				A. Simons -	4th	M. A. James -	2nd	
Exeter, St. Sidwell's N.	16 10 0	- -	44 0 0	S. Edwards -	4th	- - -	—	April
				R. Chase -	4th			
Exeter, St. Thomas' P.U.	- -	- -	27 10 0	W. Cox - -	4th	E. Maunder -	4th	Aug.
Exmouth - - N	- -	- -	54 10 0	G. Blackmore -	4th	- - -	—	March
				H. G. Tarn -	3rd			
				J. S. Bannister	1st			
Halburton - - N.	- -	- -	64 0 0	D. Crawys -	4th	S. L. Cann -	4th	April
Holsworthy - - Wes.	15 0 0	- -	31 10 0	G. Brimacombe	2nd	A. Martin -	3rd	Nov.
				W. Trim -	1st			
Horrabridge, (Secular)	15 0 0	- -	15 0 0	- - -	—	A. H. Toop -	1st	"
Ilfracombe - - N.	27 0 0	- -	59 0 0	A. J. Britton -	4th	J. Irvin - -	4th	May
						M. Griffiths -	1st	
Kelly - - - N.	- -	- -	17 10 0	- - -	—	E. Eastcott -	2nd	"
Kentisbeare - N.	10 0 0	- -	15 0 0	- - -	—	H. Rowe -	1st	April
Kingsbridge and B. Dodbrooke.	26 10 0	- -	80 10 0	S. Wills -	5th	L. Weekes -	2nd	Dec.
				C. H. Damarell	5th	S. Weekes -	1st	
Kingsteignton - N.	- -	- -	25 0 0	W. Wyatt -	5th	- - -	—	April
Mary Church, St. N.	31 10 0	- -	30 0 0	J. Mabey -	1st	S. Rayment -	1st	March
Mary Tavy, St. - N.	21 10 0	- -	- - -	- - -	—	- - -	—	May
Milton Abbott, Free School. N.	41 10 0	- -	44 0 0	H. D. Richard	5th	- - -	—	April
				J. Knight -	3rd			
Milton Abbott (Girls). N.	- -	- -	17 10 0	- - -	—	M. G. Spry -	2nd	"
Molton, South - N.	- -	- -	45 0 0	B. S. Chapple -	3rd	M. Selley -	5th	June
Molton, South - Wes.	18 0 0	- -	22 10 0	W. C. Harris -	4th	- - -	—	Dec.
Molton, South, Infant	- -	- -	31 10 0	- - -	—	S. Thomas -	2nd	"
						M. M. Thomas	1st	
Northam - - N.	- -	- -	46 10 0	- - -	—	E. Harris -	5th	June
						E. Saunders -	4th	
Okehampton - N.	- -	- -	22 10 0	J. Fly - -	4th	- - -	—	"
Paignton - - N.	- -	- -	34 0 0	- - -	—	A. S. Cole -	2nd	May
						E. Cooksley -	2nd	
Plymouth, Charles N.	47 0 0	25	241 0 0	E. Hamlyn -	4th	M. Birnie -	5th	April
				E. Waterfield -	3rd	E. M. C. Cholwick.	3rd	
				J. G. W. Chappell.	2nd	E. Lethbridge	2nd	
				S. H. Watts -	2nd	M. A. Smith -	1st	
				J. Keast -	1st	M. Davey -	3rd	
				J. Bartlett -	1st	M. J. Jones -	3rd	
						M. J. Gribble -	2nd	
						L. P. Beale -	2nd	
Plymouth, Ch. Ch. N.	- -	-	34 0 0	- - -	—	E. Backalake -	2nd	March
						K. Beale - -	2nd	
Plymouth, Grey - N.	18 0 0	- -	15 0 0	F. Adams -	1st	- - -	—	April

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DEVONSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Plymouth, Public - B.	- -	- -	325 0 0	W. Lemassick -	4th	J. Probert -	3rd	Dec.
				J. F. Stephens	4th	E. Stroud -	3rd	
				R. Hooper -	4th	A. Bradford -	2nd	
				E. Chandler -	3rd	S. M. Dever -	2nd	
				N. Revell -	3rd	E. Barnes -	2nd	
				J. Cove -	3rd			
				W. H. Hopper	3rd			
				J. Culbert -	3rd			
				P. R. Crowhurst	3rd			
				R. S. Butchers	3rd			
				W. J. Gendle -	3rd			
				T. Scamp -	2nd			
				G. J. Firks -	2nd			
Plymouth, St. Andrew's. N.	16 10 0	- -	37 10 0	J. Blight -	2nd	A. S. Andrews	3rd	April
Plymouth, Trinity, N.	- -	- -	45 0 0	J. Rendle -	4th	E. Hillyard -	4th	"
Plympton, St. Mary's. N.	20 0 0	- -	39 0 0	W. Mulhall -	3rd	- -	—	"
				W. J. Parsons	3rd			
Plymstock - - N.	- -	- -	25 0 0	- - -	—	E. J. Baker -	5th	"
Sandford - - Par.	20 0 0	- -	40 0 0	D. Bailey -	2nd	A. E. Lake -	4th	March
Stoke Damerel - B.	11 0 0	- -	34 0 0	- - -	—	A. Ayres -	2nd	Dec.
						E. Roach -	2nd	
Stonehouse - - N.	26 10 0	- -	88 10 0	G. Helo -	5th	M. J. Gill -	2nd	March
				A. J. Endey -	2nd	E. Cox -	2nd	
				F. Clemits -	1st			
Stonehouse, St. Mary's. R.C.	- -	- -	15 0 0	P. Dupeu -	1st	- - -	—	June
Tavistock - - N.	29 0 0	- -	109 0 0	J. Moyse -	5th	G. D. Chard -	3rd	April
				H. E. Monk -	3rd	F. Hodge -	2nd	
				G. Emms -	1st	E. A. Williams	2nd	
Tavistock - - B.	34 0 0	- -	144 10 0	T. Knight -	5th	H. Cawker -	5th	Dec.
				A. Pearce -	5th	E. Bickell -	2nd	
				S. A. Dawe -	4th	S. Horswill -	2nd	
				W. Job -	3rd			
Thorverton - - N.	18 0 0	- -	17 10 0	R. Sanford -	2nd	- - -	—	April
Tiverton - - B.	28 0 0	60	202 10 0	J. Betteuson -	3rd	J. Garland -	4th	Dec.
				E. Gale -	3rd	E. Ellis -	3rd	
				T. Skinner -	3rd	A. Boudfield -	3rd	
				J. Channon -	1st	E. P. Oram -	2nd	
						L. Metcalf -	2nd	
						A. E. Drew -	1st	
						E. Beck -	1st	
						E. Brabham -	1st	
Tiverton, Bampton Street (Infants). B.	12 0 0	- -	40 10 0	- - -	—	E. Tolley -	3rd	"
						S. Foweraker -	2nd	
						L. Brabham -	1st	
Topsham - - Wes.	18 0 0	- -	15 0 0	P. Little -	1st	- - -	—	Nov.
Tor - - - N.	15 0 0	- -	36 10 0	T. Butland -	3rd	- - -	—	March
				J. Ash -	2nd			
Torquay - - N.	18 0 0	- -	109 0 0	H. Cornish -	2nd	E. Dobell -	4th	April
				J. Yalsley -	2nd	E. Cornish -	4th	
				W. Eales -	1st	C. Lang -	3rd	
Torrington (Blue Coat). -	18 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Uffculme - - N.	18 0 0	- -	15 0 0	W. Hart -	1st	- - -	—	April
Upton Pyne - - N.	20 0 0	- -	22 10 0	J. Sharland -	2nd	- - -	—	March
Woodbury (Charity) -	10 0 0	- -	31 10 0	- - -	—	J. M. Phillips	2nd	Dec.
						M. A. Foster -	1st	
Total - -	996 10 0	110	4,000 0 0					
DORSETSHIRE.								
Beaminster - - N.	14 0 0	- -	22 10 0	- - -	—			
Blandford (Boys) - N.	16 10 0	- -	50 10 0	R. [illegible]				

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		£	s.	d.	£	£	s. d.					
DORSETSHIRE—*cont.*												
Blandford (Girls)	N.	12	0	0	-	44	10 0	-	—	C. Stanley	2nd	Sept.
										L. D. Martin	1st	
										E. Batt	1st	
Bradford Peverell	N.	10	0	0	-	15	0 0	-	—	A. Bartlett	1st	"
Bridport, General (Boys).		23	0	0	-	44	0 0	C. W. Long	4th	-	—	Oct.
								G. G. Hall	4th			
Bridport, General (Girls and Infants).		10	0	0	-	100	10 0	-	—	S. Patten	4th	"
										L. Long	2nd	
										I. Hall	2nd	
										A. French	2nd	
										J. Ward	2nd	
										M. Champ	1st	
Broadwindsor	N.	15	0	0	-	17	10 0	W. Stroud	2nd	-	—	Feb.
Compton, Nether and Over.	N.	10	0	0	-	20	0 0	-	—	E. Cross	3rd	"
Corfe Castle	N.	10	0	0	-	54	10 0	-	—	E. Hardy	4th	Sept.
										S. Keates	3rd	
										E. S. Goodchild.	1st	
Corfe Castle	B.	-		-	-	39	0 0	-	—	M. E. Tucker	3rd	May
										M. J. Kitcatt	3rd	
Cranborne and Verwood.	N.	-		-	-	64	10 0	-	—	E. Bailey	4th	Sept.
										E. Brewer	4th	
										E. Oxford	4th	
Dorchester	N.	-		-	-	92	0 0	C. J. Major	5th	E. Old	5th	Oct.
										M. Harris	4th	
										M. J. Stoodley	4th	
Enmore Green	N.	10	0	0	-	-	- -	-	—	-	—	Dec.
Gillingham	N.	10	0	0	-	20	0 0	-	—	L. Fry	3rd	Nov.
Kingstone	N.	15	0	0	-	37	10 0	E. Roe	4th	M. A. Roe	1st	Sept.
Long Bredy and Kingston Russell.	N.	15	0	0	-	-	- -	-	—	-	—	Oct.
Longfleet	N.	15	0	0	-	-	- -	-	—	-	—	Sept.
Lyme Regis	N.	15	0	0	-	31	10 0	J. Cross	2nd	-	—	"
								W. J. Jeffard	1st			
Maiden Newton and Frome Vauchurch.	N.	20	0	0	-	44	0 0	J. Lodge	4th	-	—	Oct.
								H. Curtis	4th			
Oborne	N.	11	0	0	-	22	10 0	-	—	H. Paul	4th	Sept.
Piddletrenthide	N.	15	0	0	-	-	- -	-	—	-	—	Oct.
Portland Fifeon (Officers' Schools).	N.	20	0	0	-	-	- -	-	—	-	—	Sept.
Powerstock	N.	-		-	-	20	0 0	T. Pitcher	3rd	-	—	Oct.
Preston	N.	16	10	0	-	20	0 0	-	—	C. A. Keynes	3rd	Sept.
Rampisham	N.	-		-	-	20	0 0	-	—	M. A. Hallett	3rd	"
Shaftesbury	N.	15	0	0	-	42	10 0	C. King	2nd	E. Targett	5th	Nov.
Sherborne (Boys)	N.	15	0	0	-	54	10 0	F. Foote	4th	-	—	Feb.
								C. Miniffe	2nd			
								W. P. Dawe	2nd			
Sherborne, Newland (Infants).	N.	13	0	0	-	39	0 0	-	—	E. Pope	3rd	"
										M. Chant	3rd	
Stalbridge	N.	10	0	0	-	50	0 0	W. West	2nd	E. A. Harris	4th	Sept.
										M. D. Daw	3rd	
Stower, East	N.	-		-	-	20	0 0	-	—	L. Doggerell	3rd	Nov.
Stower Provost and Todbeare.	N.	-		-	-	17	10 0	J. Barnes	2nd	-	—	Dec.
Sturminster	N.	-		-	-	15	0 0	J. H. Latimer	1st	-	—	Oct.
Wareham	N.	20	0	0	-	121	10 0	E. Card	5th	-	—	Sept.
								T. Dugdale	4th			
								R. C. Hutchings	3rd			
								W. Harris	3rd			
								H. Rose	1st			
								R. Orchard	1st			
								E. Lillington	1st			
Wareham	B.	15	0	0	-	15	0 0	F. G. Smith	1st	-	—	May

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DORSETSHIRE—*cont.*									
Weymouth	N.	12 0 0	-	152 10 0	H. Pearce	5th	E. Attwooll	5th	S.
					T. H. Bee	4th	H. C. Brimsley	3rd	
					S. C. Christopher.	3rd	F. Fooks	1st	
							E. E. Boylette	1st	
					J. M. Goodchild	3rd			
Weymouth	B.	-	-	36 10 0	J. W. Wilton	3rd	-	-	— Jul
					B. Herridge	2nd			
Weymouth, Trinity.	N.	32 10 0	-	104 0 0	T. Bale	4th	S. J. Beale	2nd	Sep.
					W. Fassnidge	2nd	S. Talbot	2nd	
					H. Gibbs	2nd	E. Bishop	2nd	
Whitechurch Canonicorum.	N.	18 0 0	-	17 10 0	T. G. Sampson	2nd	-	-	— Jan.
Wimborne Minster.	N.	25 0 0	-	105 10 0	J. Pitt	3rd	S. S. Lovelace	4th	Sept.
					E. Barnes	1st	M. A. Osborne	4th	
					J. S. Hayward	1st	A. Dowding	2nd	
Total		158 10 0	-	1,590 0 0					
DURHAM.									
Barnard Castle	N.	15 0 0	-	157 10 0	T. Bland	5th	E. Boyd	5th	March
					R. Dalkin	3rd	E. Neesham	5th	
					H. Raine	3rd			
					T. Thompson	2nd			
					B. Clarke	2nd			
					W. Coulthard	2nd			
arnard Castle	W.	10 10 0	-	44 0 0	J. Longbottom	4th	-	-	— May
					J. Waite	4th			
lmont	N.	15 0 0	-	17 10 0	E. Liddle	2nd	-	-	— March
hop's Auckland Bishop Barrington's).		27 0 0	-	29 0 0	T. Blair	1st	-	-	— May
					W. Musgrave	1st			
hop's Auckland, Industrial.	N.	10 0 0	-	29 0 0	-	-	-	—	C. M'Kay 1st March
									C. M. Reid 1st
op Wearmouth (Infant).	N.	13 0 0	-	15 0 0	-	-	-	—	E. White 1st ,,
p Wearmouth	N.	18 0 0	50	15 0 0	R. H. Bradberry	1st	-	-	— ,,
boy Colliery	N.	13 0 0	-	25 0 0	-	-	-	—	A. Gardiner 5th May
's Green, ed.	N.	15 0 0	-	49 0 0	T. Pattinson	5th	-	-	— April
					S. Wharton	5th			
Eden (Mr. on's).	N.	-	-	20 0 0	-	-	-	—	J. Pattison 3rd ,,
le-Street	N.	-	-	44 0 0	T. Reed	4th	-	-	— March
					J. Jopling	4th			
y	N.	18 0 0	-	- - -	-	-	-	—	- - - — April
on	Wes.	10 0 0	-	39 0 0	-	-	-	—	E. Imeson 5th May
							M. J. Trenholm	1st	
n (Eridge Infant.	B.	-	-	86 0 0	-	-	-	—	M. Bartlett 2nd June
							M. Bygate	2nd	
							E. Capes	1st	
							M. E. Unthank	1st	
							M. A. Stabler	1st	
							S. H. Hildreth	1st	
(Kenet), Girls.	B.	10 0 0	-	22 10 0	-	-	-	—	A. Woof 4th May
(Skinreet).	B.	15 0 0	-	47 0 0	J. Wood	2nd	-	-	— June
					G. S. Byers	2nd			
					G. Morrell	1st			
Saint	R.C.	21 10 0	-	17 10 0	T. Priestman	2nd	-	-	— July
rinity	N.	32 0 0	-	137 0 0	R. Hardy	3rd	E. Lincoln	5th	March
					T. Bradley	2nd	E. J. Robson	5th	
					R. Smith	2nd	S. Beswick	4th	
							L. J. Mountford	2nd	
t	N.	10 10 0	-	29 0 0	W. E. Armour	1st	-	-	— April
					J. Fenwick	1st			

Name and Denomination of School.	Annual Grants conditionally awarded				Name of Apprentice, and Year of Apprenticeship.		Month in which Annual Examination is to be held.
	In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.		Boys.	Girls.	
DURHAM—*cont.*	£ s. d.	£	£ s. d.				
Durham, Blue Coat N.	37 0 0	- -	162 10 0	E. Fidler - 5th J. Cowen - 5th R. L. Kirby - 4th W. T. Gunson 2nd	J. A. Tait - 5th E. French - 4th M. A. Waistell 3rd P. Coldcleugh 1st	March
Durham, St. Cuthbert's. R.C.	20 0 0	- -	51 10 0	P. Boyle - 4th	E. Thompson - 1st J. Lindsay - 1st	July
Durham, St. Oswald's. N.	36 0 0	- -	84 10 0	H. Melrose - 5th J. Hope - 4th R. Forster - 2nd	M. A. Smurthwaite. 4th	March
Eaglescliffe - Par.	18 0 0	25	15 0 0	P. Plews - 1st	- - - —	April
Hartlepool, St. Hilda's. R.C.	14 0 0	- -	17 10 0	- - - —	B. Fairles - 2nd	Aug.
Houghton-le-Spring, St. Michael's. N.	18 0 0	- -	80 10 0	T. Forbes - 4th J. Turnbull - 2nd	J. A. Young - 4th M. Gray - 3rd	March.
Houghton-le-Spring. R.C.	18 0 0	- -	- - -	- - - —	- - - —	Aug.
Hunwick - - N.	16 10 0	- -	22 10 0	H. Binns - 4th	- - - —	April
Hurworth - - Wes.	15 0 0	- -	25 0 0	- - - —	M. Garbutt - 5th	May
Lamesley - - N.	27 0 0	- -	64 10 0	J. Elliott - 4th M. Swinburn - 4th T. Richardson 4th	- - - —	April
Lumley - - - N.	16 10 0	- -	22 10 0	E. Welsh - 4th	- - - —	March
Monkwearmouth - N.	16 10 0	- -	54 10 0	J. G. Chaytor - 4th J. Pennick - 3rd J. R. Davidson 1st	- - - —	April
Newbottle - - N.	20 0 0	- -	61 10 0	G. A. Turnbull 4th T. Moody - 4th	M. Gray - 2nd	March
Newfields - - N.	15 0 0	- -	- - -	- - - —	- - - —	April
Seaham Harbour - N.	16 10 0	25	44 0 0	J. Walker - 4th S. F. Boggon - 4th	- - - —	March
Seaton Carew - N.	27 0 0	- -	20 0 0	- - - —	C. G. Woodward 3rd	April
Shields, South (Jarrow Chemical Works).	32 10 0	25	52 0 0	- - - —	E. France - 5th M. Selkirk - 1st J. O. Holmes - 1st	May
Shields, South (Old Charity). N.	18 0 0	- -	20 0 0	W. Thorburn - 3rd	- - - —	March
Shields, South, St. John's. Sess.	38 0 0	- -	36 10 0	J. G. Guest - 3rd J. Imrie - 2nd	- - - —	May
Shields, South, St. Stephen's. N.	20 0 0	25	66 0 0	J. Turnbull - 3rd J. Newsome - 1st	E. Philipson - 1st E. Armstrong 1st J. Lucas - - 1st	April
Shields, South, Trinity. N.	31 0 0	- -	71 10 0	J. Smithwhite 4th	A. Dodds - 5th S. J. Brumby - 5th	March
Shields, South, Union. B.	29 10 0	- -	139 10 0	J. R. Bell - 5th G. J. Musgrave 4th A. Scott - - 2nd T. Kelly - - 1st	I. Philipson - 5th S. J. Hudson - 4th I. Scott - 3rd	June
Shincliffe - - Par.	- - -	- -	20 0 0	W. Spark - 3rd	- - - —	March
South Church - N.	16 10 0	- -	67 0 0	M. Hammond 5th W. Wilkinson 4th J. Richardson 4th	- - - —	April
Southwick - - N.	15 0 0	- -	15 0 0	E. Heron - 1st	- - - —	"
Spennymoor - N.	20 0 0	- -	- - -	- - - —	- - - —	"
Staindrop - - N.	15 0 0	- -	17 10 0	W. Garthwaite 2nd	- - - —	"
Stainton - - N.	15 0 0	- -	17 10 0	J. Neesom - 2nd	- - - —	March
Stella - - - R.C.	18 0 0	- -	32 10 0	G. Dugmor - 1st	E. A. Daglish - 2nd	Aug.
Stella, St. Cuthbert's N.	36 0 0	20	81 0 0	T. Smith - 4th J. Black - - 2nd T. Dunn - - 1st	M. Reay - 1st E. Ridley - 1st	March
Stockton-on-Tees (Blue Coat).	15 0 0	- -	- - -	- - - —	- - - —	April
Stockton-on-Tees, St. Thomas'. N.	26 0 0	- -	20 0 0	- - - —	E. Walker - 3rd	March
Stockton-on-Tees, Holy Trinity (Industrial). N.	11 0 0	- -	67 10 0	- - - —	E. Read - 3rd E. Luck - 3rd H. Watson - 2nd M. Darnton - 1st	

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Moorhouse, J.	Farnham Royal, Ch. of Eng.	Eton	3	3	2	3
Moorhouse, R.	Gomersal, Ch. of Eng.	Leeds	.	.	1	3
Moreton, J. F.	(Student, Battersea)	-	3	1	2	2
Morey, T.	Pontesbury, Ch. of Eng.	Shrewsbury	2	3	.	.
Morgan, C.	-	-	2	2	.	.
Morgan, W.	(Student, Exeter)	-	.	.	1	2
Morris, B.	-	-	2	2	.	.
Morris, B.	Nantwich, Wes.	Chester	3	2	.	.
Morris, D.	Much Marcle, Ch. of Eng.	Ledbury	2	3	.	.
Morris, G.	-	-	2	2	.	.
Morris, H.	-	-	3	3	.	.
Morris, J.	Mains, Parochial	Dundee	2	2	.	.
Morris, R.	Manchester, Argyll Street, B.S.	Lancaster	3	2	.	.
Morris, R.	Bethnal Green, St. Matthew's, Ch. of Eng.	London	2	3	2	2
Morris, W.	Cottingham, Ch. of Eng.	Hull	3	3	.	.
Morrison, A.	(Student, Glasgow, G. A. Normal.)	-	.	.	1	2
Morrison, G.	Edinburgh, Fountain Bridge, F. C. S.	Edinburgh	3	1	.	.
Morrison, K.	Ardrishaig, F. C. S.	Argyllshire	.	.	1	3
Morrison, T.	Glasgow, F. C. Normal	Lanark	2	1	.	.
Mortimer, F.	Linton, Ch. of Eng.	Cambridge	3	3	.	.
Mortimore, C.	Uttoxeter, Ch. of Eng.	Stafford	.	.	1	3
Mortimore, H.	Lichfield, Miner's School	Lichfield	2	2	.	.
Morton, B.	Silsden, Ch. of Eng.	York	3	2	.	.
Morton, J.	Roecliffe, Ch. of Eng.	Boroughbridge	3	2	.	.
Morville, G.	(Student, Cheltenham)	-	.	.	1	2
Moses, J. J.	Stella, St. Cuthberts', C. of Eng.	Durham	2	1	.	.
Moss, C. J.	Oxford, St. Paul's, Ch. of Eng.	Oxford	2	3	.	.
Moss, H.	Rhodes, Ch. of Eng.	Middleton, Lancashire.	2	3	.	.
Moss, T. F.	East Dulwich and Peckham Rye, Ch. of Eng.	London	.	.	1	2
Moss, W.	Manchester, All Souls', Ch. of Eng.	Manchester	3	3	.	.
Moss, W. H.	Culham Practising, Ch. of Eng.	Abingdon	2	3	2	3
Moulton, I.	Doncaster, Ch. Ch., Ch. of Eng.	Doncaster	3	2	.	.
Mouncie, A.	-	-	2	3	.	.
Mounsey, A.	(Student, Glasgow, G.A. Norm.)	Lanarkshire	2	2	.	.
Mowbray, A. R.	East Pinchbeck, Ch. of Eng.	Lincolnshire	3	3	.	.
Mowbray, W.	(Student, Chelsea, St. Mark's)	-	3	3	2	3
Moxey, C. H.	Ramsey, Wes.	Isle of Man	.	.	1	2
Moyse, H. O.	Cheltenham, Trinity, C. of Eng.	Cheltenham	1	3	.	.
Mudie, J. C.	Tranent, F. C. S.	Haddington	2	3	.	.
Mugford, F.	Axminster, Ch. of Eng.	Devonshire	3	2	.	.
Muir, T.	Ninewells, Ch. of Scot.	Berwick	3	2	.	.
Mullamy, J.	Headless Cross, Ch. of Eng.	Redditch	.	.	1	3
Mumby, J. I.	Nottingham, St. John's, Ch. of Eng.	Nottingham	3	3	.	.
Mumford, J.	Highgate, B. S.	Middlesex	3	1	.	.
Munn, D.	(Student, Glasgow, G.A., Norm.)	-	2	1	.	.
Munns, J. W.	Edenbridge, B.S.	Kent	3	3	.	.
Munro, A.	-	-	2	2	.	.
Munro, J. G.	Golspie, F.C. Congregational	Sutherland	3	1	.	.
Munro, P.	Kilmoden, F.C. S.	Argyllshire	3	2	.	.
Munro, S.	Fordyce, F. C. S.	Banff	3	1	.	.
Munro, W.	-	-	3	3	.	.
Murby, T.	Camberwell, Leipsic Road, B.S.	London	3	2	.	.
Murchie, J.	-	-	3	2	.	.
Murphy, J.	Derby, St. Mary's, R. C. S.	Derby	.	.	1	3
Murphy, J. A.	Bath, R. C. S.	Somersetshire	3	1	.	.
Murphy, J. L.	-	-	3	1	.	.
Murray, A.	Barrow, Ch. of Eng.	Wentworth, Rotherham.	2	1	.	.
Murray, A.	Fettercairn, F. C. S.	Kincardine	3	3	.	.
Murray, A.	Killin, F. C. S.	Perth	1	3	.	.
Murray, D.	Glasgow, Highland Society's S.	Lanarkshire	3	3	.	.
Murray, G.	Gartsherrie, St. George's, P. S.	Lanark	3	3	.	.
Murray, J. H.	(Left England)	-	3	2	.	.
Murray, J. L.	(Student, Edinburgh, F. C. Normal.)	-	2	1	.	.
Murray, W.	Kincardine, F. C. S.	Ross-shire	3	3	.	.
Murton, F.	-	-	.	.	1	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Musgrave, E.G. (A.)	Silverdale, Ch. of Eng.	Newcastle-under-Lyne	3	3	.	.
Musgrave, R. M.	Whitehaven, Holy Trinity, Ch. of Eng.	Cumberland	3	1	.	.
Mylne, J.	- - - -	- - -	2	3	.	.
Myron, M.	(Student, Edinburgh, G. A. Normal).	- -	3	1	.	.
Nall, J.	Taxal and Furnillie, Ch. of Eng.	Cheshire	3	3	.	.
Naismith, E.	Greenock, Ladyburn, F.C.S.	Lanarkshire	3	2	.	.
Nash, J.	(Left England)	- - -	2	3	.	.
Nash, W.	Liverpool, Edge Hill, Ch. of Eng.	Lancashire	3	1	.	.
Neal, J.	- - - -	- - -	1	3	.	.
Neal, R.	Oldham, P. U. S.	Lancashire	3	2	.	.
Neat, G.	Melksham, B. S.	Wiltshire	.	.	1	3
Needham, G.	Broadwindsor, Ch. of Eng.	Dorset	.	.	1	3
Neilson, D.	- - - -	- - -	2	3	.	.
Neilson, J.	Edinburgh, G. A. Normal	- -	.	.	1	1
Nelmes, R. W.	- - - -	- - -	2	1	.	.
Nesbit, W.	Stockton-on-Tees, Blue-coat, Ch. of Eng.	Durham	.	.	1	3
Ness, J.	Stanley, F. C. S.	Perth	3	2	.	.
Ness, J.	Glasgow, St. Matthew's New Sess.	Lanarkshire	2	3	.	.
Ness, R.	Glasgow, St. Matthew's, Sess.	Lanarkshire	2	1	.	.
Nettleingham, J.	Dursley, Ch. of Eng.	Gloucestershire	3	1	2	2
Nettleship, G.	(Student, Glasgow, G.A. Norm.)	- - -	3	3	.	.
Neville, J.	Derby, St. Paul's, Ch. of Eng.	Derbyshire	3	3	.	.
Newland, H.	Knutsford, Ch. of Eng.	Chester	3	3	.	.
Newlyn, J.	Brompton, Ch. of Eng.	Chatham	3	3	.	.
Newman, H.	Ulverstone, P. U. S.	Lancashire	3	1	.	.
Newman, W. B.	Calstock, Ch. of Eng.	Callington	.	.	1	3
Newnam, H.	Wordsley, Ch. of Eng.	Dudley	3	3	.	.
Newton, C.	Everton, St. Chrysostom's, Ch. of Eng.	Liverpool	2	3	.	.
Newton, F.	Leeds, St. James', Ch. of Eng.	Leeds	3	2	.	.
Newton, J.	- - - -	- - -	3	3	.	.
Newton, R.	Caernarvon, Model S.	Caernarvon	1	3	.	.
Newton, T.	Aigburth, Ch. of Eng.	Liverpool	3	3	.	.
Nibbs, J. S.	- - - -	- - -	3	3	.	.
Nichol, J.	Fintry, Ch. of Scot.	Stirlingshire	3	2	.	.
Nicholas, J.	- - - -	- - -	2	2	.	.
Nicholls, H.	- - - -	- - -	2	2	.	.
Nicholls, J.	(Student, Chelsea, St. Mark's)	- - -	.	.	1	3
Nicholson, D.	St. Martin's, The Lodge, Ch. of Eng.	Chirk	1	3	.	.
Nicholson, J.	Dorchester, Ch. of Eng.	Dorsetshire	3	3	.	.
Nicholson, J.	Kincardine, P. S.	Perth	2	2	.	.
Nicol, R.	Newmarnock, F.C.S.	Banffshire	2	3	.	.
Nicol, W. D.	- - - -	- - -	1	3	.	.
Nield, B.	- - - -	- - -	3	1	.	.
Nield, J.	- - - -	- - -	3	1	.	.
Nincss, J.	Chasewater, Ch. of Eng.	Truro	.	.	1	3
Nixon, A.	St. George's in the East, St. Matthew's, Ch. of Eng.	London	2	1	.	.
Nixon, H.	Manchester, Rusholme Road, Wes.	Lancashire	3	2	.	.
Nixon, J. R.	Windsor, Ch. of Eng.	Berkshire	2	3	.	.
Noall, R. K.	New Leake, Wes.	Wainfleet	3	2	.	.
Noble, J.	(Student, Battersea)	- - -	2	2	.	.
Noble, R.	Newbattle Colliery, Ch. of Scot.	Edinburgh	3	3	.	.
Noble, W.	(Student, Durham)	- - -	.	.	1	3
Noddle, G.	- - - -	- - -	3	3	.	.
Norman, E.	Down, Ch. of Eng.	Bromley, Kent	.	.	1	2
Norman, R.	South Molton, Wes.	Devonshire	3	1	.	.
Normandale, M.	West Tanfield, Ch. of Eng.	Yorkshire	2	3	.	.
Norris, H.	Brymbo Charity, Ch. of Eng.	Wrexham	.	.	1	3
Norris, J. H.	Alvechurch, Ch. of Eng.	Bromsgrove	2	2	.	.
Norris, W. S.	Halifax, King's Cross, Ch. of Eng.	Yorkshire	2	1	.	.
Northey, J.	Westminster, Ch. Ch., Ch. of Eng.	Middlesex	.	.	1	2
Norton, B.	Alwalton, Earl Fitzwilliam's S.	Peterborough	3	2	.	.
Norton, S.	Gloucester, B. S.	Gloucestershire	2	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Noyce, A.	Broughton and Bossington, Ch. of Eng.	Stockbridge	.	.	1	3
Nye, W.	Enfield Highway, St. James's, Ch. of Eng.	Middlesex	.	.	1	3
Oakley, H.	Barnard Castle, Wes.	Durham	3	2	.	.
O'Connor, H. F.	- - - -	- - -	2	2	.	.
O'Connor, M. B.	Cheadle, St. Wilfred's, R.C.S.	Staffordshire	.	.	1	3
O'Donnell, H.	Burley, Daily, Ch. of Eng.	Ringwood	3	3	.	.
Ogden, J.	Barwick in Elmet, Ch. of Eng.	Tadcaster	3	2	.	.
Ogden, J.	Shaw, Wes. - - - -	Rochdale	3	2	.	.
Ogilvie, P.	Lochgellie, Company's School, Ch. of Scot.	Fifeshire	1	3	.	.
Oke, S.	Illogan, Ch. of Eng.	Redruth	2	2	.	.
Oldham, G. (D.)	Rochdale, Wes.	Lancashire	.	.	1	1
Oldham, T.	(Student, Battersea)	- - -	.	.	1	2
Olding, S.	Romsey, B.S.	Hampshire	3	3	.	.
Oliff, G. W.	Grantham, Ch. of Eng.	Lincolnshire	3	3	.	.
Oliff, J.	- - - -	- - -	3	2	.	.
Olivant, B.	Wreay, Ch. of Eng.	Carlisle	2	3	.	.
Oliver, G. (A.)	Wisbeach, St. Peter's, Ch. of Eng.	Wisbeach	3	1	.	.
Oliver, J.	Bideford, Ch. of Eng.	Devonshire	3	3	.	.
Onions, W. E.	- - - -	- - -	2	1	.	.
Orford, G.	Boxley, Ch. of Eng.	Maidstone	3	2	.	.
Orkney, D. C.	Jamestown, Bonhill, F.C.S.	Dumbarton	3	3	.	.
Orrin, J.	Mumble, B.S.	Glamorganshire	3	2	.	.
Osborn, T.	(Student, Highbury)	- - -	.	.	1	3
Osborne, G.	- - - -	- - -	3	1	.	.
Osborne, J.	Beechwood, B.S.	Southampton	3	3	.	.
Osborne, W.	York, Hope Street, B.S.	Yorkshire	2	3	.	.
O'Sullivan, D.	- - - -	- - -	2	2	.	.
O'Sullivan, G.	St. John's Wood, R.C.S.	London	1	3	.	.
Outhwaite, J.	(Student, Borough Road)	- - -	.	.	1	3
Owen, E.	(Student, Culham)	- - -	.	.	1	3
Owen, M.	(Student, Carnarvon)	- - -	.	.	1	3
Owen, T.	(Student, Carnarvon)	- - -	.	.	1	3
Owen, T.	(Left England)	- - -	1	3	.	.
Owens, J.	Llaniestyn, Ch. of Eng.	Anglesea	.	.	1	3
Owers, C.	Springfield, Ch. of Eng.	Chelmsford	3	1	.	.
Packett, J. W.	- - - -	- - -	2	3	.	.
Page, C. A.	Wickham, Ch. of Eng.	Fareham	2	1	.	.
Page, E.	- - - -	- - -	2	2	.	.
Page, H.	Newcastle-on-Tyne, St. Thomas', Ch. of Eng.	Newcastle-on-Tyne	2	3	.	.
Page, J.	- - - -	- - -	2	3	.	.
Page, T.	(Student, Cheltenham)	- - -	.	.	1	1
Paine, G.	Walworth, Beresford Chapel, Epis.	London	2	1	2	2
			2	3	.	1
Palmer, E. (D.)	Hythe, Ch. of Eng.	Kent	2	3	.	.
Palmer, G. W.	Wantage, Ch. of Eng.	Berkshire	3	3	.	.
Palmer, H.	Coldwaltham, St. James', Ch. of Eng.	Petworth	3	3	.	.
Palmer, J. T.	Ravenhead British Plate Glass Co., B.S.	St. Helens	.	.	1	3
Palmer, J.	- - - -	- - -	3	3	.	.
Palmer, J.	East St. Pancras, Ch. of Eng.	Middlesex	.	.	1	3
Palmer, W.	Chipping Norton, Ch. of Eng.	Oxford	2	1	.	.
Park, J.	(Left England)	- - -	3	1	.	.
Parker, J.	Lamborne, Ch. of Eng.	Berkshire	1	3	.	.
Parker, S.	- - - -	- - -	2	3	.	.
Parkin, W.	Convict School	Isle of Portland	3	2	.	.
Parkinson, R.	- - - -	- - -	3	1	.	.
Parkinson, R.	Delamere, Ch. of Eng.	Chester	3	2	.	.
Parkinson, T.	Kirkby Malzead, Ch. of Eng.	Ripon	.	.	1	3
Parrish, J.	Watford, P.U.S.	Hertfordshire	3	1	.	.
Parry, J.	Liverpool, Mount Pleasant, B.S.	Lancashire	.	.	1	1
Parry, W.	(Student, Carnarvon)	- - -	.	.	1	3
Parsons, A.	- - - -	- - -	3	3	.	.
Parsons, G.	East Tisted, Ch. of Eng.	Alton, Hampshire	.	.	1	3
Parsons, J.	Bursledon, Ch. of Eng.	Southampton	.	.	1	3
Parsons, W.	Lynn, B.S.	Norfolk	.	.	1	3
Parsons, W. E.	Camelford, St. Breward, Ch. of Eng.	Cornwall	3	1	.	.

TERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Pascoe, J.	(Student, Battersea)	-	.	.	1	3
Passingham, W.	Portsea, All Saints', Ch. of Eng.	Portsea	1	3	.	.
Passmore, H. L.	Sheffield, St. Paul's, Ch. of Eng.	Yorkshire	3	1	.	.
Paterson, J.	Portpatrick, F. C. S.	Wigtonshire	3	3	.	.
Paterson, R. C.	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	1
Paterson, W.	Denino, P. S.	Fifeshire	2	1	.	.
Paton, J.	Derby, St. Alkmund's, Ch. of Eng.	Derby	.	.	1	3
Paton, W.	(Student, Glasgow, F.C. Norm.)	-	3	3	.	.
Patinson, T. (A.)	Market Weighton, Ch. of Eng.	Yorkshire	3	1	.	.
Patrick, W.	Fairfield, Moravian S.	Manchester	3	3	.	.
Pattison, R.	Uplawmoor, Public S.	Renfrew	3	2	.	.
Payne, W.	(Student, Chelsea, St. Mark's)	-	3	3	.	.
Payne, W.	Piddletrenthide, Ch. of Eng.	Dorchester	.	.	1	3
Peach, J.	Radstock, Ch. of Eng.	Bath	3	2	.	.
Peachey, G.	Macclesfield, Old Church, Ch. of Eng.	Macclesfield	3	1	.	.
Peachey, J.	Ipswich, Wes.	Ipswich	2	3	.	.
Peacock, J.	Havant and Bedhampton, Ch. of Eng.	Hampshire	3	2	.	.
Pearce, P. R.	Cheddington, Ch. of Eng.	Bath	3	3	.	.
Pearce, W. C.	Kew, Queen's S., Ch. of Eng.	Surrey	3	3	.	.
Pears, E.	-	-	2	3	2	1
Pearson, J.	Liskeard, B. S.	Liskeard	3	3	.	.
Pearson, R.	-	-	3	3	.	.
Pearson, W.	Brampton Bierlow, Ch. of Eng.	Yorkshire	3	3	1	3
Peck, W.	Fenstanton, B.S.	Huntingdonshire	2	3	.	.
Peddie, R.	Perth, Stewart's Free Trade School.	Perth	2	3	.	.
Pegler, G.	Earith, B. S.	St. Ives	3	2	.	.
Pegler, H. T.	Hucknall Tolkard, Ch. of Eng.	Nottingham	3	3	2	3
Pellow, E.	Thorney Abbey, Ch. of Eng.	Peterborough	2	2	.	.
Pendlebury, W.	Battyeford, Ch. of Eng.	Dewsbury	3	1	2	2
Penney, J. K.	Culross, Parochial	Culross	2	3	.	.
Peploe, G.	New Alresford, P. S.	Hampshire	2	2	.	.
Percival, J.	(Left England)	-	3	1	.	.
Percival, W. R.	Cheltenham, St. Paul's, Infant, Ch. of Eng.	Gloucestershire	3	2	.	.
Percy, J.	-	-	3	2	.	.
Pereira, J.	Westminster, St. James' Offertory School.	London	3	1	.	.
Perkins, G.	-	-	3	3	.	.
Perry, G. W. (D.A.)	Pimlico, St Michael's, Ch. of Eng.	London	2	3	.	.
Peters, J.	Towyn and Pennal, B. S.	Merionethshire	3	3	.	.
Petit, P.	Blackburn, St. Ann's, R. C. S.	Lancashire	3	1	.	.
Petrie, D.	Dundee, St. John's, F. C. S.	Dundee	3	2	.	.
Pettit, W.	Brown Candover, Ch. of Eng.	Andover	3	3	.	.
Phey, J.	(Student, Glasgow, F.C. Norm.)	-	.	.	1	3
Phillips, C. H.	-	-	3	1	.	.
Phillips, I. C.	Godstone, Ch. of Eng.	Surrey	3	2	.	.
Phillips, J.	(Student, Borough Road)	-	3	3	.	.
Phillips, J.	(Student, Battersea)	-	.	.	1	3
Phillips, J. J.	-	-	3	1	.	.
Phillips, R.	(Left England)	-	2	2	.	.
Phillips, T.	Finchley, St. Mary's, Ch. of Eng.	Middlesex	3	1	.	.
Phillips, W. A.	Benson, Ch. of Eng.	Wallingford	3	3	.	.
Picard, P. K.	-	-	3	3	.	.
Pick, J.	Garforth, Wes.	Leeds	2	2	.	.
Pickard, J.	Measham, Ch. of Eng.	Atherstone	3	1	.	.
Pickard, J.	Salford, Broughton Road, Wes.	Manchester	2	3	.	.
Pickard, W. J. (D.)	(Student, Culham)	-	.	.	1	3
Pickering, R.	Chester, Ch. Ch., Ch. of Eng.	Chester	3	2	.	.
Pickles, W. H.	(Student, Cheltenham)	-	.	.	1	3
Pigott, T.	Doncaster, B. S.	Doncaster	2	1	.	.
Pincott, R.	Audenshaw, Ch. of Eng.	Lancaster	3	3	.	.
Pincott, J.	Streatham, Ch. Ch., Ch. of Eng.	London	3	3	.	.
Pinder, H.	Milverton, P. S.	Somersetshire	3	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Pinder, T. R.	Caermarthen Training S.	Caermarthen	1	3	.	.
Pinder, W.	Foxdale, Ch. of Eng.	Isle of Man	2	1	.	.
Pine, W. F.	Burford and Fullbrooke, Ch. of Eng.		.	.	1	3
Pinhorn, C. H.	Tenbury, Ch. of Eng.	Worcestershire	.	.	1	3
Pink, R.	- - - -	- - -	1	3	.	.
Pink, S.	(Student, Westminster, Wes.)	- - -	.	.	1	3
Piper, S.	Bussage, Ch. of Eng.	Stroud	3	3	.	.
Pirie, J.	- - - -	- - -	3	1	.	.
Pirt, J.	South Shields, St. Stephen's, Ch. of Eng.	Durham	2	3	.	.
Pithie, A. D.	Aberdeen, Dr. Bell's	Aberdeen	2	2	.	.
Plank, G. T.	Hinton, Ch. of Eng.	Wiltshire	3	2	.	.
Platt, S. H.	Cheltenham, St. John's, Ch. of Eng.	Cheltenham	3	1	2	3
Platten, P.	Chipping Sodbury, Ch. of Eng.	Gloucester	3	2	.	.
Platts, C.	Congleton, Wagg Street, Wes.	Chester	3	3	.	.
Pleace, J.	- - - -	- - -	3	2	.	.
Pleasants, W.	Liverpool, St. Martin's, Ch. of Eng.	Liverpool	2	3	.	.
Please, J.	Stepney, Red Coat, Ch. of Eng.	Middlesex	3	1	.	.
Plested, I.	Stroud, B. S.	Gloucester	.	.	1	3
Pointer, H.	Buckingham, Ch. of Eng.	Buckingham	3	3	.	.
Pollard, J.	Frodsham, End., Ch. of Eng.	Chester	3	1	.	.
Pollock, J.	Fintry, Stewart's Endowed, Ch. of Scot.	Stirlingshire	3	1	.	.
Ponsford, W.	(Left England)	- - -	3	1	.	.
Poore, E.	Cranley, Ch. of Eng.	Godalming	3	3	.	.
Pope, A. J.	Mayfield, B. S.	Manchester	.	.	1	1
Pope, M.	Sandon, Ch. of Eng.	Stafford	.	.	1	2
Popple, T.	Liverpool, St. Barnabas, Ch. of Eng.	Lancashire	2	2	.	.
Porter, G.	Nottingham, B. S.	Nottingham	3	2	.	.
Porter, J.	- - - -	- - -	2	3	.	.
Porter, J.	- - - -	- - -	3	3	.	.
Porter, T.	Manchester, St. Philip's, Ch. of Eng.	Manchester	.	.	1	3
Poston, R.	(Student, Battersea)	- - -	.	.	1	2
Potts, A.	- - - -	- - -	3	2	.	.
Potts, G.	Broomhaugh, Ch. of Eng.	Newcastle-on-Tyne	.	.	1	3
Potts, L. W.	(Student, Highbury)	- - -	.	.	1	3
Poyner, H.	Leicester, County, Ch. of Eng. land.	Leicester	2	3	.	.
Prain, D.	Brechin, Parochial	Brechin	2	1	.	.
Prain, J.	- - - -	- - -	3	3	.	.
Pratt, J. B.	Spalding, B. S.	Lincolnshire	3	2	.	.
Presslie, W.	Aberdeen, St. Andrew's, Epis.	Aberdeen	.	.	1	1
Preston, G.	Stourbridge, P. U. S.	Worcestershire	3	1	.	.
Preston, J. T.	Lancaster Blue Coat, Ch. of Eng.	Lancaster	2	3	.	.
Preston, W.	(Student, York and Ripon)	- - -	.	.	1	3
Prowett, W.	East Grafton, Ch. of Eng. (Mixed S.)	Wiltshire	3	3	.	.
Price, E.	Montrose, St. Mary's, Epis.	Forfar	.	.	1	2
Price, E.	Wellington, Ch. of Eng.	Shropshire	.	.	1	3
Price, P.	Brighton, P. U. S.	Sussex	3	3	.	.
Price, G.	(Student, Winchester)	- - -	.	.	1	2
Price, J.	(Student, Battersea)	- - -	2	3	2	2
Price, J.	Bala, B. S.	Merioneth	2	1	.	.
Price, T.	Dyffryn, B. S.	Barmouth	2	3	.	.
Pridham, J.	St. Ewe, Ch. of Eng.	St. Austell	3	1	.	.
Priestly, W.	Earls Eaton, Ch. of Eng.	Dewsbury	3	2	.	.
Pring, H. J.	- - - -	- - -	3	3	.	.
Pringle, J.	- - - -	- - -	2	2	.	.
Pringle, R.	Ratho, New Sub.	Edinburgh	3	2	.	.
Pritchard, G.	(Student, Cheltenham)	- - -	3	2	.	.
Pritchard, G.	- - - -	- - -	2	3	.	.
Pritchard, J.	Lapley and Wheaton Aston, Ch. of Eng.	Penkridge	3	3	.	.
Probert, J.	Glandford Brigg, Ch. of Eng.	Lincolnshire	3	2	.	.
Proffitt, W.	Barkestone, Ch. of Eng.	Melton Mowbray	.	.	1	3
Proudfoot, J.	Kinross, F. C. S.	Kinross-shire	1	3	.	.
Proudfoot, P.	Kilconquhar, Ch. of Scot.	Fifeshire	3	3	.	.
Prouse, C. (jun.)	St. Peter's Port, B. S.	Guernsey	.	.	1	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Prowse, J. R.	(Student, Cheltenham)	-	.	.	1	3
Pryer, W. S.	Liverpool, Hope Street, B. S.	Lancashire	2	2	.	.
Pugh, E.	Willenhall, St. Giles, Ch. of Eng.	Walsall	3	3	.	.
Pullen, M.	Painswick, Ch. of Eng.	Gloucester	3	1	.	.
Pullin, A. T.	Stroud, Ch. of Eng.	Kent	3	1	2	2
Pullin, E. W.	Bengeworth, Ch. of Eng.	Evesham	.	.	1	2
Purdie, A.	Malvich, G.A.S.	Thurso	3	3	.	.
Purslow, A.	Petersham, B. S.	Surrey	3	2	.	.
Purves, J.	Fisherrow, F.C.S.	Musselburgh	3	3	.	.
Putman, J.	Steyning, Ch. of Eng.	Sussex	.	.	1	3
Putterill, W.	-	-	3	2	.	.
Puttick, R.	(Student, Battersea)	-	1	3	.	.
Quarterman, J.	Westgate Common, Ch. of Eng.	Wakefield	3	3	.	.
Racine, J.	Surbiton, Ch. of Eng.	Kingston-upon-Thames.	3	3	.	.
Radburn, T. C.	Westmeon, Ch. of Eng.	Petersfield	2	2	.	.
Rae, J.	South Woodside, F. C. S.	Glasgow	.	.	1	2
Rae, J.	(Student, Glasgow, F.C. Norm.)	-	.	.	1	2
Rait, W.	Aberdeen, BonAccord, Infants', F.C.S.	Aberdeen	3	3	.	.
Ramage, A.	Wick, F. C. S.	Caithness	1	3	.	.
Ramsay, A.	-	-	2	1	.	.
Ramsay, F.	Hanwell, Ch. of Eng.	Middlesex	3	2	.	.
Ramsay, J.	Paxton Village, B. S.	Berwick	3	3	.	.
Randall, J.	Westminster, St. James', Ch. of Eng.	London	2	3	.	.
Randall, W. H.	Brecknock, St. John's, Ch. of Eng.	Brecknockshire	2	2	.	.
Rankine, T.	Cuddesden, Ch. of Eng.	Wheatley	3	3	.	.
Rapier, W.	North Cave, Ch. of Eng.	Brough	.	.	1	3
Rapsey, W.	Warren, Agricultural S.	Pembroke	.	.	1	3
Rapson, E.	(Student, Chelsea, St. Mark's)	-	.	.	1	3
Rastall, R.	-	-	3	2	.	.
Rathay, J. W.	Charlesworth, B. S.	Glossop	.	.	1	3
Rathbone, J. T.	Carrington, Earl Stamford's School, Ch. of Eng.	Cheshire	3	2	.	.
Rattray, W.	Aberdeen, South Parish, F.C.S.	Aberdeen	2	3	.	.
Rawlings, E. J.	Henley-on-Thames, Ch. of Eng.	-	.	.	1	3
Rawlings, R.	Swindon, Ch. of Eng.	Wiltshire	2	3	.	.
Rawson, J.	-	-	3	2	.	.
Read, T.	Downton, B. S.	Salisbury	3	1	.	.
Read, W.	-	-	2	2	.	.
Read, W.	Newington, St. Mary's, Ch. of Eng.	Surrey	2	3	.	.
Read, W. D.	Withnell Mill, Wes.	Chorley	3	2	.	.
Reddecliffe, R.	Sheffield, St. Mary's, Ch. of Eng.	Yorkshire	3	3	.	.
Redman, J.	Enfield Town, Ch. of Eng.	Middlesex	.	.	1	3
Reed, J.	Bishop's Auckland, Bishop Barrington's, Ch. of Eng.	Durham	1	2	.	.
Reed, J.	West Tytherley, Ch. of Eng.	Stockbridge	2	3	.	.
Reed, J. B.	Mossley, Ch. of Eng.	Congleton	3	2	.	.
Reed, W. L.	Seaton Carew, Ch. of Eng.	Stockton-on-Tees	3	3	.	.
Reeks, E.	Guernsey, St. Peter's Port, St. John's, Ch. of Eng.	Guernsey	3	3	.	.
Rees, J. D.	Llandefhelogfach, Ch. of Eng.	Brecknockshire	.	.	1	3
Reeves, H. (D.)	(Student, Culham)	-	.	.	1	3
Reid, A.	Fullarton, F. C. S.	Ayrshire	3	1	.	.
Reid, A. F.	Glasgow, St. Peter's, Scs.	Lanarkshire	3	2	.	.
Reid, J.	-	-	3	3	.	.
Reid, J.	Plaistow, Ch. of Eng.	Essex	2	3	.	.
Reid, J.	Rothiemay, F. C. S.	Banffshire	3	1	.	.
Remfry, W. H.	Stonehouse, Ch. of Eng.	Plymouth	3	2	.	.
Rennie, J.	Maryhill, F. C. S.	Lanarkshire	3	2	.	.
Renwick, J. S.	-	-	3	1	.	.
Restell, J. P.	Westminster, St. Stephen's, Ch. of Eng.	London	3	1	.	.
Revell, G.	Caermarthen, Lancasterian	Caermarthen	3	2	.	.
Reynard, J.	-	-	3	2	.	.
Reynard, T. J.	Silsden, Wes.	Keighley, York	.	.	1	3
Reynolds, E.	Ticehurst, Ch. of Eng.	Hurst Green	3	1	.	.
Reynolds, G.	Almondsbury, Ch. of Eng.	Bristol	3	2	.	.
Reynolds, J.	-	-	3	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Reynolds, J. F.	Brynmawr, B. S.	Newport, Mon.	[illegible]	1	.	.
Reynolds, S.	Earl Stilton, Ch. of Eng.	Hinckley	3	3	.	.
Reynolds, W.	(Student, Borough Road)	-	3	3	.	.
Riby, A. J.	Hull, Ch. Ch., Ch. of Eng.	Hull	3	2	.	.
Rice, G. T.	-	-	3	3	.	.
Rich, W. M.	Wootton-under-Edge, B. S.	Gloucester	3	1	.	.
Richard, W.	(Student, Glasgow, G.A. Norm.)	-	3	1	.	.
Richards, J.	Tavernspite, Ch. of Eng.	Pembroke	3	3	.	.
Richards, J. R.	Oldham, Ch. of Eng.	Bristol	.	.	1	3
Richards, T.	Llandaff, Ch. of Eng.	Glamorganshire	3	2	.	.
Richardson, A.	Lytham, St. John's, Ch. of Eng.	Preston	.	.	1	3
Richardson, G.	Thirsk, B. S.	Thirsk	3	1	.	.
Richardson, J.	Battersea, Training	Surrey	2	2	.	.
Richardson, W. H.	Edinburgh, St. John's Epis.	Edinburgh	2	2	.	.
Rickard, J.	Chelsea, St. Mark's Practising	-	3	2	.	3
Rickard, T.	Withyham, St. Michael's, Ch. of Eng.	Tunbridge Wells	2	2	2	.
Rickard, W. I.	Marazion, Sir C. Cole's, Ch. of Eng.	Cornwall	1	3	.	.
Ricks, C.	-	-	.	.	.	3
Riddle, C.	Ampthill, B. S.	Bedfordshire	3	2	1	.
Riddock, G.	Elie, P. S.	Fifeshire	2	3	.	.
Rider, H. E. J.	Coalbrookdale Co.'s, Dawley Pool Hill S.	Shiffnall	2	3	.	.
Ridgway, J. A. (D.)	Hulme, Free, Ch. of Eng.	Lancashire	3	2	.	2
Ridley, W.	-	-	3	3	2	.
Riely, A. E.	Corbridge, Ch. of Eng.	Hexham	2	3	.	1
Righton, W.	Ripley, Ch. of Eng.	Alfreton	2	3	2	.
Rimer, J.	Bitterne, Boys, Ch. of Eng.	Southampton	.	.	.	3
Riorden, J.	Newcastle, St. Andrew's, R.C.S.	Northumberland	2	2	1	.
Ritchie, F.	-	-	3	2	.	.
Rix, G. R.	-	-	3	1	.	.
Roach, C.	Winchester, Cheesehill, St. Peter's, Ch. of Eng.	Winchester	3	3	.	.
Robb, W.	(Student, Edinburgh, F. C., Normal)	-	.	.	.	2
Roberts, C.	Somers Town, B. S.	Middlesex	.	.	1	2
Roberts, E.	Bangor, Ch. of Eng.	Cardigan	1	3	.	.
Roberts, E.	-	-	2	3	1	.
Roberts, G.	-	-	2	3	.	.
Roberts, G. J.	Dover, B. S.	Kent	3	3	.	1
Roberts, J.	Huntingdon, Boys, Ch. of Eng.	Huntingdon	3	3	.	.
Roberts, J.	Holywell, Ch. of Eng.	Flint	2	2	2	.
Roberts, J.	Wadworth, Ch. of Eng.	Doncaster	3	3	.	.
Roberts, J. E.	Manchester, Paddington, St. Paul's, Ch. of Eng.	Lancaster	3	3	.	.
Roberts, R.	Llanwnog, Ch. of Eng.	Montgomery	3	3	.	.
Roberts, R.	-	-	3	3	.	.
Roberts, R.	Ruthin, Ch. of Eng.	Denbigh	2	1	.	.
Roberts, R.	(Student, Carnarvon)	-	.	.	.	3
Roberts, R.	Transfynydd, Ch. of Eng.	Merionethshire	.	.	1	3
Roberts, T.	Whittington, Ch. of Eng.	Oswestry	.	.	1	3
Roberts, T.	Leek, Wesleyan	Staffordshire	.	.	1	3
Roberts, T.	(Student, Carnarvon)	-	.	.	2	3
Roberts, W.	St. Ives, B. S.	Huntingdonshire	2	3	1	.
Roberts, W.	Topsham, Wes.	Devonshire	3	1	1	.
Robertson, A.	Dundee, Hill Town, F. C. S.	Dundee	3	3	.	.
Robertson, A.	Skene, F. C. S.	Aberdeen	2	3	.	.
Robertson, A.	(Student, Glasgow, G.A. Norm.)	-	3	3	.	.
Robertson, A. E.	(Student, Edinburgh, G. A., Normal)	-	.	.	.	2
Robertson, C.	Woodhead Fyvie, Epis.	Aberdeen	3	2	1	.
Robertson, D.	Friockheim, F. C. S.	Forfarshire	2	3	.	.
Robertson, E.	Kinnaird, G. A. S.	Perth	3	3	.	.
Robertson, J.	Killichonan, G. A. S.	Perth	3	3	.	.
Robertson, J.	Oldbury, Messrs. Chance's, Ch. of Eng.	Shropshire	2	1	.	.
Robertson, J.	-	-	2	2	.	.
Robertson, J.	Shandon, F. C. S.	Helensburgh	2	2	.	.
Robertson, J.	Symington, F. C. S.	Ayrshire	3	2	.	.
Robertson, J. G.	Wemyss, Ch. of Scot.	Fifeshire	3	1	.	.
Robertson, W.	-	-	3	1	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Robins, H.	Hertford, Cowper's Testimonial, Ch. of Eng.	Hertfordshire	2	3	.	.
Robinson, E.	Birkenhead, St. John's, Ch. of Eng.	Birkenhead	2	2	.	.
Robinson, G.	Faversham, Central, Ch. of Eng.	Kent	2	3	.	.
Robinson, G. H.	Holborn, Dunn's Passage, R.C.S.	London	.	.	1	3
Robinson, J.	Wadsley, Ch. of Eng.	Sheffield	3	3	.	.
Robinson, J. J.	-	-	2	2	.	.
Robinson, R.	Bramby Moor, Ch. of Eng.	Pocklington	.	.	1	3
Robinson, S.	Newcastle-under-Lyne, Ch. of Eng.	Staffordshire	3	3	.	.
Robinson, W.	Rugby, Wes.	Warwick	.	.	1	3
Robson, J.	Paisley, Stevenson Street, F. C. S.	Renfrewshire	.	.	1	2
Robson, J. L.	Penkhull, Ch. of Eng.	Stoke-upon-Trent	2	3	.	.
Robson, R.	Lochwinnoch, P. S.	Renfrew	3	3	.	.
Robson, R.	(Student, Glasgow, G. A. Normal)	-	.	.	1	2
Rockett, J. R.	Southsea, St. Jude's, Ch. of Eng.	Hampshire	1	3	.	.
Rodgers, W.	(Student, Battersea)	-	.	.	1	2
Roe, G.	Wareham, Ch. of Eng.	Dorsetshire	2	3	.	.
Roe, H.	Highbury Training	London	1	3	.	.
Roe, J.	Kingston, Ch. of Eng.	Wareham	3	3	.	.
Roe, J.	Spondon, Ch. of Eng.	Derby	.	.	1	3
Rogers, E. W.	Shenley, Ch. of Eng.	Barnet	3	3	.	.
Rogers, G.	Llannon, Ch. of Eng.	Caermarthen	3	3	.	.
Rogers, G.	-	-	3	1	.	.
Rogers, J.	Blackburn, Holy Trinity, Ch. of Eng.	Lancashire	.	.	1	3
Rogers, J.	Brighton, Spa and Egremont Street, Ragged, Ch. of Eng.	Sussex	3	3	.	.
Rogerson, J.	Brooksbottom, Wes.	Lancashire	3	3	.	.
Rogerson, W.	Gala, Subscription, Ch. of Scotland	Galashiels	2	1	.	.
Rollinson, G.	(Student, York and Ripon)	-	.	.	1	3
Rollison, H.	Chesterton, Ch. of Eng.	Staffordshire	3	2	.	.
Romilly, W. L.	Winlaton, Ch. of Eng.	Gateshead	3	3	2	3
Rood, J. E.	-	-	3	3	.	.
Rooks, S.	Prees, Ch. of Eng.	Shrewsbury	3	1	.	.
Rookwood, R.	St. George-in-the-East, Ch. Ch., Ch. of Eng.	London	3	3	.	.
Rose, N. P.	-	-	3	3	.	.
Rose, W.	Lochgilphead, P. C. S.	Argyllshire	3	1	.	.
Ross, A.	Campbeltown, F. C. S.	Argyllshire	3	2	.	.
Ross, A.	Tarbat, F. C. S.	Ross and Cromarty	3	2	.	.
Ross, A.	Inverary, F.C.S.	Argyllshire	3	1	.	.
Ross, D.	Dingwall, F.C.S.	Ross and Cromarty	3	3	.	.
Ross, D.	Errol, F. C. S.	Perth	1	3	.	.
Ross, D.	Hitchin, St. Mary's, Ch. of Eng.	Hertfordshire	2	1	.	.
Ross, H.	Portnahaven, F. C. S.	Argyllshire	3	2	.	.
Ross, J.	Inverleithen, F. C. S.	Peebles	1	3	.	.
Ross, J.	(Student, Edinb., F. C. Norm.)	-	1	3	2	1
Ross, P. M.	Oswald, F. C. S.	Renfrew	3	1	.	.
Ross, R.	Cheltenham, Training	Cheltenham	2	1	.	.
Ross, W.	(Left England)	-	3	2	.	.
Ross, W.	Alness, F.C.S.	Ross-shire	3	3	.	.
Ross, W. T.	Edinburgh, G. A. Normal	Edinburgh	3	2	.	.
Rossiter, T. (A.)	Woodhill, Ch. of Eng.	Hertfordshire	2	2	.	.
Rotheram, E.	Carlisle, Central, Ch. of Eng.	Cumberland	2	3	.	.
Row, W.	-	-	2	2	.	.
Rowbotham, H.	Pontefract, B. S.	York	3	1	.	.
Rowbottom, F.	Battersea, Training	Surrey	1	3	.	.
Rowe, J.	Gainsborough, Wes.	Lincoln	3	3	.	.
Rowe, J. W.	(Student, Cheltenham)	-	.	.	1	3
Rowland, J.	(Student, Cheltenham)	-	.	.	1	2
Rowlands, D.	Llanfair Talhairn, Ch. of Eng.	Abergels	3	3	.	.
Rowlatt, J.	Evercreech, Ch. of Eng.	Shepton Mallett	3	1	.	.
Roxburgh, J.	Abington, Sir E. Colebrooke's, Ch. of Scot.	Lanark	3	3	.	.
Roxburgh, L.	Waterlair, Territorial	Kincardine	3	3	.	.
Royds, J.	Belfield (Messrs. Benecke's School), Ch. of Eng.	Rochdale	3	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Royston, F.	(Student, York and Ripon)	-	2	3	2	2
Rule, J.	-	-	2	2	.	.
Runciman, J.	Kincardine O'Niel, F.C.S.	Aberdeen	3	1	.	.
Rushforth, T.	Salford, St. Matthias, Ch. of Eng.	-	.	.	1	2
Rusholme, J. O.	(Student, Cheltenham)	-	.	.	1	2
Russell, G.	Finsbury, Whitecross Place, B. S.	Middlesex	.	.	1	1
Russell, J.	Laurencekirk, F.C. Congregational.	Kincardine	3	1	.	.
Russell, J.	Barry, F.C.S.	Forfar	2	3	.	.
Russell, W.	Stockton-on-Tees, Ch. of Eng.	Durham	3	3	.	.
Russell, W. R.	Taunton, B. S.	Somersetshire	.	.	1	3
Rutherford, J. G.	Anick, Ch. of Eng.	Northumberland	3	1	.	.
Rutherford, W.	(Student, Edinburgh, F.C. Normal)	-	.	.	1	3
Ruthven, J.	(Student, Glasgow, F.C. Normal)	-	.	.	1	2
Ruthven, R.	(Student, Edinburgh, G. A. Norm.)	-	3	3	.	.
Rutland, J. M.	-	-	1	2	.	.
Rutter, J. M.	Bolton-le-Moors, Trinity, Ch. of Eng.	Bolton-le-Moors	3	2	.	.
Ryan, J.	Chesterfield, P.U.S.	Chesterfield	3	1	.	.
Ryder, J.	Brailsford, Ch. of Eng.	Derby	.	.	1	3
Ryder, T.	Derby, All Saints', Ch. of Eng.	Derby	2	2	.	.
Ryder, W.	-	-	3	3	.	.
Rymer, J.	Morley, Wes.	Leeds	3	3	.	.
Sales, H. H.	Penshurst, Ch. of Eng.	Kent	.	.	1	3
Salisbury, S. J.	Portsea, Beneficial Society, Ch. of Eng.	Portsea	2	2	.	.
Salisbury, W.	Heywood, New Jerusalem Factory S.	Bury, Lancashire	.	.	1	3
Salkeld, T.	(Left England)	-	3	1	.	.
Salmon, J.	Lowestoft, Annott's, Ch. of Eng.	Lowestoft	3	2	.	.
Salmon, W. R.	Hull, Nautical S.	Yorkshire	2	3	2	3
Salome, W. H.	Jersey, St. James, Ch. of Eng.	Jersey	3	3	.	.
Salt, S.	Wednesbury, St. James', Ch. of Eng.	Staffordshire	2	1	.	.
Salter, E.	Llanidloes, Ch. of Eng.	Montgomery	3	2	.	.
Salter, E.	Egerton, B. S.	Lancashire	.	.	1	2
Samuel, J.	(Student, Edinb., F.C. Norm.)	-	2	1	2	1
Sanders, C. H.	(Student, Battersea)	-	3	3	2	2
Sanders, G.	Stafford, Ch. of Eng.	Stafford	2	3	.	.
Sanders, J. S.	-	-	3	3	.	.
Sanders, S.	Stillington, Wes.	Easingwold	3	3	.	.
Sanders, W.	Cardiff, Wes.	Glamorganshire	.	.	1	3
Sanderson, N.	Sheffield, St. George's, Ch. of Eng.	Yorkshire	.	.	1	2
Sandham, R.	Addingham, Ch. of Eng.	Skipton	.	.	1	2
Sansum, S.	(Student, Cheltenham)	-	.	.	2	3
Saunders, H. V.	Hull, St. John's, Ch. of Eng.	Yorkshire	3	3	.	.
Saunders, J.	Braintree, Public S.	Essex	.	.	1	2
Saunders, R. E.	Blackrod, Ch. of Eng.	Chorley	3	3	.	.
Saville, W.	Clavering, B. S.	Bishop's Stortford	2	3	.	.
Saxton, J. L.	Mildenhall, Sir H. Bunbury's S.	Suffolk	3	1	.	.
Scaping, Z.	-	-	3	1	.	.
Schofield, W.	Huddersfield, St. Paul's, Ch. of Eng.	Huddersfield	3	2	.	.
Scott, C.	(Left England)	-	1	3	.	.
Scott, D.	(Student, Glasgow, G. A. Normal.)	-	3	1	.	.
Scott, D.	(Student, Edinb., F.C. Norm.)	-	3	1	.	.
Scott, G.	Chester-le-Street, Ch. of Eng.	Durham	2	3	.	.
Scott, G.	Stirling, St. Ninian's, Par. S.	Stirling	3	2	.	.
Scott, J.	(Student, Edinburgh, G. A. Normal)	-	.	.	1	2
Scott, J.	Kirkintilloch, Kerr Street, Self Supporting S.	Dumbarton	.	.	1	2
Scott, J.	Skelwick Society, Ch. of Scot.	Orkney	2	3	.	.
Scott, T.	-	-	3	1	.	.
Scott, T.	North Brixton, Ch. of Eng.	Surrey	3	1	.	.

ERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Scott, T. E.	Liverpool, St. Jude's, Ch. of Eng.	Lancashire	2	3	.	.
Scott, W.			2	3	.	.
Scott, W.	Port Gordon, Established Ch.	Banff	3	3	.	.
Scott, W.	(Student, Edinburgh, F. C. Normal)		.	.	1	3
Scott, W. H.	Eyemouth, Parochial	Ayton	2	1	.	.
Seabrook, J. F.	(Student, Cheltenham)		.	.	1	3
Sealey, J. L.	(Student, Culham)		.	.	1	2
Seaman, I.	(Student, Cheltenham)		.	.	1	2
Seamark, W.	Crockham Hill S.	Edenbridge	3	3	.	.
Seaton, A.	Bristol, Lewins Mead, B. S.	Gloucestershire	3	3	.	.
Seaton, W.	Driffield, Ch. of Eng.	Yorkshire	2	3	2	2
Seddon, J.			3	2	.	.
Seddon, R.	Chelsea, St. Mark's Practising	Chelsea	3	2	2	3
Seddon, R.	Fleetwood, Testimonial S.	Lancashire	.	.	1	3
Selden, G.	Manchester, Marshall Street, B. S.	Lancashire	2	1	.	.
Self, J.	West Ham, Ch. of Eng.	Essex	2	3	.	.
Sellick, E.	Alrewas, Ch. of Eng.	Lichfield	3	3	.	.
Sexty, C.	Southbourne and Seaside, Ch. of Eng.	Sussex	2	1	.	.
Shackleton, T.	Mold, Ch. of Eng.	Flint	.	.	1	3
Shand, J. M.	Bainsford, Self-supporting, Ch. of Scot.	Stirlingshire	2	2	.	.
Sharland, T.	Davyhulme, Wes.	Lancaster	3	2	.	.
Sharman, A.	Walham Green, Ch. of Eng.	Middlesex	3	2	.	.
Sharman, J. R.	Bethnal Green, St. Matthias', Ch. of Eng.	London	.	.	1	3
Sharpe, J. M.	Holyrood, F. C. S.	Edinburgh	2	2	.	.
Sharples, J.	Swinton, Industrial	Lancashire	3	1	.	.
Sharrat, W.	Salford, Model School, Ch. of Eng.	Manchester	3	3	.	.
Shaw, J.	Bury, Holy Trinity, Ch. of Eng.	Lancashire	3	3	.	.
Shaw, J. T.	Tunstall, Wes.	Stafford	3	3	.	.
Shaw, T.	(Left England)		3	3	.	.
Shaw, T.	Wimborne Minster, Ch. of Eng.	Wimborne	1	3	.	.
Shaw, W.	(Student, Westminster, Wes.)		.	.	1	3
Shawcross, W.	(Student, Chester)		.	.	1	2
Shea, D.	(Student, Highbury)		3	3	.	.
Sheaf, R.	Central London District	Norwood	3	1	.	.
Sheard, T.	(Left England)		3	3	.	.
Shearer, D.	(Student, Edinburgh, F. C., Normal)		.	.	1	3
Shearer, J.	Gartmore, Dalmany, Parochial	Perth	2	3	.	.
Shelley, E.			3	1	.	.
Shepherd, C.	Iping, B. S.	Sussex	.	.	1	1
Sheppard, J.	Birmingham, St. George's, Ch. of Eng.	Warwick	3	3	2	2
Sheppard, J. W.	Rockwell Green, Ch. of Eng.	Somersetshire	.	.	1	3
Sheppard, S. S.	Cheltenham, Bethesda, Wes.	Gloucestershire	2	3	.	.
Sheriff, J.	(Student, Edinburgh, G. A., Normal.)		.	.	1	3
Sheriff, P.	(Student, Edinburgh, G. A., Normal.)		.	.	1	2
Sherrat, T.			3	3	.	.
Sheret, C.	Gilconston, F. C. S.	Aberdeen	3	2	.	.
Sheward, T.	Wribbenhall, Ch. of Eng.	Kidderminster	.	.	1	3
Shires, G.	(Student, York and Ripon)		3	3	2	3
Shopland, S. B.	(Student, Exeter)		.	.	1	3
Short, I.			3	3	.	.
Shorter, H.	Leeds, School Street, Wes.	Leeds	.	.	1	3
Shotter, J.	Bishopstoke, Ch. of Eng.	Hampshire	3	3	.	.
Shrop, J.	Evesham, B. S.	Evesham	3	3	.	.
Shufflebotham, E. C.	Ightham, Ch. of Eng.	Sevenoaks	3	2	.	.
Sidwell, T.	Keresley and Coundon, Ch. of Eng.	Coventry	.	.	1	3
Silversides, C.	Roos, Ch. of Eng.	Hull	2	3	.	.
Silversides, J.	Down Hatherley, Ch. of Eng.	Gloucester	3	1	.	.
Sim, G. R.	Old Deer, F. C. S.	Aberdeen	3	2	.	.
Simco, W.	Lacock, Ch. of Eng.	Chippenham	3	3	.	.
Simmins, J. J.	Edinburgh, St. James', Epis.	Edinburgh	.	.	1	3
Simmonds, H.			3	1	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Simmonds, J. J.	Birmingham. St. Mary's, Ch. of Eng.	Birmingham	.	.	1	3
Simpson, B.	Leeds, Little Holbeck, Marshall's Factory.	Yorkshire	1	3	.	.
Simpson, C.	Stockton-on-Tees, B. S.	Durham	3	3	.	.
Simpson, E.	Limehouse, St. Ann's, Ch. of Eng.	Middlesex	3	3	.	.
Simpson, G.	Clyne, F. C. Congregational S.	Sutherland	.	.	1	3
Simpson, J.	Kidderminster, St. George's, Ch. of Eng.	Kidderminster	3	1	.	.
Simpson, J.	- - - - -	- - -	3	2	.	.
Simpson, J. D.	Ystalyfera, Ch. of Eng.	Glamorgan	3	1	.	.
Simpson, T. H.	(Student, Westminster, Wes.)	- - -	.	.	1	2
Sinclair, J.	Toftingshall, G. A. S.	Caithness-shire	3	3	.	.
Sinclair, J.	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	3
Sinclair, N.	- - - - -	- - -	3	1	.	.
Sinclair, R.	Amulree, F. C. S.	Dunkeld	3	3	.	.
Singer, W.	- - - - -	- - -	3	3	.	.
Singleton, J. N.	Tiverton, B. S.	Devonshire	3	3	.	.
Sinzininex, J.	Tean, B. S.	Uttoxeter	3	3	.	.
Sirett, T.	Sowerby Bridge, Wes.	Halifax	3	3	.	.
Skeet, H. L.	- - - - -	- - -	3	1	.	.
Skeet, W.	(Left England)	- - -	2	3	.	.
Skinner, D.	Binny, G. A. S.	Linlithgow	3	3	.	.
Skippins, S.	Broughton, R. C. S.	Skipton	2	3	.	.
Slack, J.	(Student, Westminster, Wes.)	- - -	.	.	1	2
Slancy, G.	Rendlesham, Ch. of Eng.	Woodbridge	3	3	.	.
Slater, J. K.	- - - - -	- - -	3	2	.	.
Slight, A. G.	(Student, Edinburgh, F. C. Normal.)	- - -	3	3	.	.
Sloan, J.	(Student, Glasgow, F. C. Norm.)	- - -	2	1	.	.
Sluter, J.	Dudley, St. Edmund's, Ch. of Eng.	Dudley	3	3	.	.
Smail, W.	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	1	2
Small, G.	(Student, Glasgow F. C. Normal.)	- - -	.	.	1	2
Small, J.	Cockpen, F. C. S.	Edinburgh	2	3	.	.
Smalley, J.	Stockport, St. Thomas, Ch. of Eng.	Cheshire	.	.	1	2
Smart, J.	Gargrave, Ch. of Eng.	Skipton	3	3	.	.
Smart, J.	Paisley, Neilson's Educational Institution.	Renfrewshire	2	1	.	.
Smellie, T.	- - - - -	- - -	2	2	.	.
Smith, A.	(Left England)	- - -	3	3	.	.
Smith, A.	- - - - -	- - -	2	3	.	.
Smith, A.	Arbroath, F. C. Institution	Forfar	2	3	.	.
Smith, A.	Etruria, B.S.	Newcastle-under-Lyne.	2	3	.	.
Smith, A.	East Greenock, Epis.	Renfrew	3	1	.	.
Smith, A. F.	British and Foreign Training School.	Surrey	1	3	.	.
Smith, A. T.	Dunstable, Ch. of Eng.	Bedfordshire	3	2	.	.
Smith, B.	Horbury, Ch. of Eng.	Wakefield	.	.	1	3
Smith, C.	(Student, Chelsea, St. Mark's)	- - -	2	3	2	2
Smith, C. H.	- - - - -	- - -	3	3	.	.
Smith, D.	Pakenham, Ch. of Eng.	Bury St. Edmund's	.	.	1	3
Smith, E. J.	Tortworth, B. S.	Wootton-under-Edge	.	.	1	3
Smith, F.	Fraserburgh, St. Peter's, Epis.	Aberdeen	2	2	.	.
Smith, F.	Colchester, Central	Colchester	3	1	.	.
Smith, G.	- - - - -	- - -	3	1	.	.
Smith, G.	Milton Abbot, Duke of Bedford's, Ch. of Eng.	Tavistock	2	3	.	.
Smith, G. H.	Margate, B. S.	Kent	.	.	1	2
Smith, G. J.	Leicester, Curzon Street, Ch. of Eng.	Leicester	.	.	1	3
Smith, H.	Birmingham, St. Luke's, Ch. of Eng.	Warwickshire	3	3	.	.
Smith, H.	- - - - -	- - -	3	1	.	.
Smith, H.	Whitchurch Canonicorum, Ch. of Eng.	Bridport	3	1	.	.
Smith, H.	Silsoe, Ch. of Eng.	Bedfordshire	.	.	1	3
Smith, H. J. B. D.	Inverary, Burgh, Par. S.	Argyllshire	.	.	1	1

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Smith, J.	Clyne, Par. S.	Sutherland	2	2	.	.
Smith, J.	-	-	3	3	.	.
Smith, J.	-	-	2	2	.	.
Smith, J.	Coventry, St. Peter's, Ch. of Eng.	Coventry	3	3	.	.
Smith, J.	Bothwell, F.C.S., near Uddington.	Hamilton	2	1	.	.
Smith, J.	Forfar, East Town End, F.C.S.	Forfarshire	3	1	.	.
Smith, J.	Bentley, Ch. of Eng.	Coleshill	2	2	2	1
Smith, J.	Errol, Epis. S.	Perth	.	.	1	1
Smith, J.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	1
Smith, J.	Llangasty-Tallylyn, Ch. of Eng.	Brecknock	.	.	1	2
Smith, J.	(Student, Battersea)	-	.	.	1	2
Smith, J. B.	Haworth, Wes.	Keighley	3	2	.	.
Smith, J. D.	-	-	2	2	.	.
Smith, J. L.	York, Bilton Street, St. Cuthbert's, Ch. of Eng.	Yorkshire	3	3	.	.
Smith, J. M.	Romford, Endowed, Ch. of Eng.	Essex	1	2	.	.
Smith, R.	Migvie, G. A. S.	Aberdeen	3	2	2	.
Smith, R.	Urquhart, F. C. S.	Elgin	3	2	2	2
Smith, R.	Wakefield, All Saints', Ch. of Eng.	Yorkshire	3	3	.	.
Smith, R.	(Student, Highbury)	-	.	.	1	2
Smith, S.	Deritend, St. John's, Ch. of Eng.	Warwickshire	3	2	2	.
Smith, S.	Warblington and Emsworth, Ch. of Eng.	Havant	3	3	2	2
Smith, S. B.	(Student, Culham)	-	.	.	1	2
Smith, T.	Coggeshall, Sir R. Hitcham's S.	Kelvedon	3	3	.	.
Smith, T.	Hanham, Ch. of Eng.	Bristol	3	3	.	.
Smith, T.	Huntley, Second, Ch. of Scot.	Aberdeenshire	3	3	.	.
Smith, T.	(Student, Cheltenham)	-	.	.	1	.
Smith, T.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	2
Smith, T. H.	Bethnal Green, St. Thomas, Ch. of Eng.	London	2	3	.	.
Smith, W.	-	-	2	3	.	.
Smith, W.	Liverpool, St. Luke's, Ch. of Eng.	Lancashire	3	3	.	.
Smith, W.	Holsworthy, Wes.	Devonshire	3	3	.	.
Smith, W.	Cannington, Ch. of Eng.	Bridgwater	3	3	.	.
Smith, W. G.	Goodrich, Ch. of Eng.	Hereford	3	2	.	.
Smith, W. H.	Rotherhithe, Amicable Society's School.	Surrey	2	3	.	.
Smithyman, E.	Ironville, Ch. of Eng.	Alfreton	.	.	1	2
Smyth, H.	Scoonie, Ch. of Scot.	Fifeshire	2	2	.	.
Snaith, W. A.	-	-	3	3	.	.
Snape, J.	Liverpool, South, Ch. of Eng.	Liverpool	3	3	.	.
Snell, J.	East Coker, B.S.	Yeovil	2	2	.	.
Snelson, W.	Hartshill, Ch. of Eng.	Staffordshire	2	1	.	.
Somers, R.	Logie, Par. S.	Stirling	3	1	.	.
Souter, D.	Fordoun, F.C., Congregational	Kincardine	3	3	.	.
Souter, J.	Aberdeen, Trades S.	Aberdeen	3	3	.	.
Southby, C.	Narberth, Ch. of Eng.	Narberth	3	3	.	.
Southerton, R.	Kingsbridge and Dodbrooke, Ch. of Eng.	Devonshire	.	.	1	2
Southwick, R.	Great Wansford, Ch. of Eng.	Driffield	3	3	.	.
Sowter, F.	-	-	2	3	.	.
Sowter, G.	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	2
Sowter, J. H.	Melbourne, Ch. of Eng.	Derbyshire	3	2	.	.
Spalding, C.	Maxweltown, Privately Endowed School, Ch. of Scot.	East Kilbride	3	3	.	.
Spanner, G.	Longfleet, Mixed, Ch. of Eng.	Poole	.	.	1	2
Sparke, E. W.	Kirkdale, Industrial	Liverpool	2	3	.	.
Sparrow, J.	South Hackney Charity, Ch. of Eng.	London	3	2	.	.
Sparrow, .	Uffculme, Ch. of Eng.	Collumpton	3	1	.	.
Sparrow, W. C.	-	-	1	2	.	.
Sparshott, J.	Kingsbury, End., Ch. of Eng.	Fazeley, Tamworth	3	2	.	.
Spary, A.	Bath, St. Saviour's, Ch. of Eng.	Somersetshire	3	3	.	.
Spence, C.	Kirriemuir, St. Mary's Epis. S.	Forfar	.	.	1	2
Spencer, C.	Ashford, Ch of Eng.	Bakewell	2	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Spencer, E.	Leeds, St. Saviour's, Ch. of Eng.	Leeds	3	3	.	.
Spencer, J.	-	-	3	1	.	.
Spencer, P.	Oldbury, Ch. of Eng.	Birmingham	2	3	2	2
Spencer, S.	Ratcliffe College, R. C. S.	Leicestershire	3	3	.	.
Spencer, W.	Beverley, Wes.	Beverley	2	3	.	.
Spicer, J.	Dallowgill, Ch. of Eng.	Yorkshire	.	.	1	3
Spicer R.	(Student, Battersea)	-	.	.	1	1
Spink, J.	Ripon, Ch. of Eng.	Ripon	2	2	.	.
Spire, T.	(Student, Chichester)	-	3	3	.	.
Spire, T.	-	-	3	3	2	3
Spooner, W.	Rugeley, Ch. of Eng.	Rugeley	3	3	.	.
Stables, J.	(Left England)	-	3	1	.	.
Stacey, E. J.	(Student, Exeter)	-	3	2	2	3
Staddon, T.	Camberwell, Green Coat, Ch. of Eng.	London	3	1	.	.
Stainbank, J.	-	-	2	3	.	.
Stalker, D.	Leven, F. C. S.	Leven	3	3	.	.
Stalker, D. B.	Luton, Ch. of Eng.	Bedford	3	2	.	.
Stanton, J.	Islington, St. Michael's, Ch. of Eng.	London	2	3	.	.
Stanton, J.	Beaminster, P. U. S.	Beaminster	.	.	1	3
Stanwick, J.	Gilling, Ch. of Eng.	Yorkshire	3	1	.	.
Stanyer, W.	Great Harwood, Ch. of Eng.	Blackburn	2	1	.	.
Stark, J.	(Student, Highbury)	-	.	.	1	3
Stark, J. M.	-	-	3	1	.	.
Startup, O. A.	Radcliffe Hall, Ch. of Eng.	Manchester	3	3	.	.
Statham, J.	(Student, Cheltenham)	-	.	.	1	3
Stead, G.	(Student, Cheltenham)	-	3	3	2	3
Stedham, E. C.	St. Pancras, Trinity, Ch. of Eng.	London	3	3	.	.
Steel, J.	Plumstead, Barrage Road, B.S.	Kent	3	1	.	.
Steele, R.	Eagley Mills, B. S.	Great Bolton	.	.	1	3
Stephen, W.	-	-	3	1	.	.
Stephens, E.	-	-	3	3	.	.
Stephens, W.	Hagley (Lord Lyttelton's School), Ch. of Eng.	Stourbridge	3	1	.	.
Sterndall, J.	Wellow, Ch. of Eng.	Romsey	3	3	.	.
Stevens, E. T.	-	-	2	1	.	.
Stevens, H.	-	-	2	1	.	.
Stevens, N. C.	Waddington, Mixed, Ch. of Eng.	Lincoln	3	1	.	.
Stevenson, D.	(Left England)	-	3	3	.	.
Stevenson, J.	(Student, Glasgow, G. A. Norm.)	-	3	3	.	.
Stevenson, M.	Osmothorley, Ch. of Eng.	Northallerton	.	.	1	3
Stewart, A.	Lockerbie, F. C., Congl. S.	Dumfries	3	1	.	.
Stewart, C.	Alton, B. S.	Hampshire	1	3	.	.
Stewart, D.	Eyemouth, F. C. S.	Berwick	3	2	.	.
Stewart, J.	-	-	2	1	.	.
Stewart, J.	Edderton, F. C. S.	Ross-shire	3	3	.	.
Stewart, J.	(Student, Edinburgh, F. C. Normal.)	-	2	3	2	2
Stewart, J.	(Student, Edinburgh, G. A. Normal.)	-	3	2	.	.
Stewart, J.	Strathlock, G. A. S.	Perth	.	.	1	2
Stewart, J.	Tobermory, F. C. S.	Argyllshire	3	2	.	.
Stewart, P.	(Student, Edinburgh, F. C., Normal.)	-	.	.	1	2
Stewart, R.	(Student, Edinburgh, F. C. Normal.)	-	2	3	.	.
Stewart, R.	Montrose, Sess. S.	Forfar	3	2	.	.
Stewart, T.	-	-	3	3	.	.
Stewart, W.	Strathkinness, St. Andrew's, F. C. S.	Fifeshire	3	3	.	.
Stickland, W. P.	Poole, Ch. of Eng.	Dorset	.	.	1	
Still, T.	Udny, F. C. S.	Aberdeen	.	.	1	3
Stirling, A.	New Cumnock, F. C. S.	Ayrshire	2	2	.	.
Stirtan, J.	Edinburgh, Normal Institution, Practising School.	Edinburgh	2	2	.	.
Stocker, E.	Tooting, Ch. of Eng.	Surrey	3	3	.	.
Stockley, H. C.	Gravesend, Prince's Street Chapel, Wes.	Kent	2	1	.	.
Stockton, W. (D.)	(Student, Chester)	-	2	2	2	1
Stokes, W.	-	-	3	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Temperley, J.	South Metropolitan District School.	Sutton, Ewell	1	3	.	.
Templar, B.	- - - -	- - -	2	1	.	.
Temple, R.	Ballantrae, Parochial	Ayrshire	3	1	.	.
Terry, H.	Westbourne, Ch. of Eng.	Emsworth	3	2	.	.
Thackeray, J.	Leeds, St. Paul's, Ch. of Eng.	Leeds	3	3	.	.
Thies, J.	- - - -	- - -	3	1	.	.
Thom, A.	Busby, S. - - - -	Lanark	2	2	.	.
Thom, R. R.	Dalkeith Academy	Edinburgh	2	2	.	.
Thomas, C. E.	(Student, Cheltenham)	- - -	.	.	1	3
Thomas, G.	Pyle, Bryndu Colliery, Ch. of Eng.	Bridgend	2	3	.	.
Thomas, G.	Wolverhampton, Congregational.	Staffordshire	2	2	.	.
Thomas, G.	Beddgelert, B. S.	Caernarvon	.	.	1	3
Thomas, G. H.	Pen-y-parke, Ch. of Eng.	Aberystwith	3	2	.	.
Thomas, J.	Lampeter, Ch. of Eng.	Cardiganshire	3	1	.	.
Thomas, J.	- - - -	- - -	3	3	.	.
Thomas, J.	- - - -	- - -	3	1	.	.
Thomas, J.	Newport-on-Usk, Ch. of Eng.	Monmouthshire	3	1	.	.
Thomas, J.	- - -	- - -	3	1	.	.
Thomas, J.	Festiniog, B. S.	Merionethshire	.	.	1	2
Thomas, J.	South Shields Union, B.S.	Durham	3	2	.	.
Thomas, O.	(Student, Caernarvon)	- - -	3	3	.	.
Thomas, O. P.	- - -	- - -	3	2	.	.
Thomas, R.	(Student, Cheltenham)	- - -	.	.	1	3
Thomas, T.	Dukinfield, St. John's, Ch. of Eng.	Stockport	3	3	.	.
Thomas, W.	- - - -	- - -	3	2	.	.
Thomas, W. M.	Rougham, Ch. of Eng.	Norfolk	3	3	.	.
Thomas, W. M.	- - - -	- - -	2	2	.	.
Thompson, J.	Altrincham and Bowden Down, B. S.	Chester	.	.	1	2
Thompson, J. H.	(Student, York and Ripon)	- - -	.	.	1	2
Thompson, T.	Leintwardine, Ch. of Eng.	Ludlow	3	2	.	.
Thomson, A.	Cousland, F. C. S.	Edinburgh	3	1	.	.
Thomson, A.	Edinburgh, Original Ragged	Edinburgh	3	1	.	.
Thomson, D.	Broughty Ferry, F. C. S.	Forfarshire	3	3	.	.
Thomson, G.	(Student, Edinburgh, G. A. Normal).	- - -	.	.	1	1
Thomson, G.	Kintore, F. C. S.	Aberdeen	3	3	.	.
Thomson, H.	(Student, Edinburgh, F. C. Normal.)	- - -	2	3	2	2
Thomson, J.	Perth, East Ch. Parish Congational S.	Perth	2	3	.	.
Thomson, J.	- - - -	- - -	3	1	.	.
Thomson, J. A.	Cairnryan, G. A. S.	Wigton	3	1	.	.
Thomson, W.	(Student, Glasgow, F. C. Normal).	- - -	.	.	1	3
Thomson, W. B.	(Student, Edinburgh, G. A. Normal.)	- - -	2	2	.	.
Thorne, F.	Mells Green, Ch. of Eng.	Frome, Somersetshire	1	3	.	.
Thorburn, G.	Aberbrothock, F. C. S.	Forfarshire	3	3	.	.
Thorndick, J.	Left England	- - -	3	3	.	.
Thorp, B.	(Student, Cheltenham)	- - -	.	.	1	3
Thorpe, G.	Manchester, Birch, St. James, Ch. of Eng.	Lancashire	2	2	.	.
Thorpe, R.	Ipswich, St. Peter's, Ch. of Eng.	Suffolk	3	3	.	.
Thrift, W. J.	(Student, Chelsea St. Mark's)	- - -	2	2	2	1
Thurlow, J.	Leominster, Ch. of Eng.	Herefordshire	2	1	.	.
Thurlow, R.	Nottingham, Trinity, Ch. of Eng.	Nottingham	2	2	.	.
Tidsall, J.	(Student, Saltley)	- - -	.	.	1	3
Timbrell, F.	- - -	- - -	3	2	.	.
Timbrell, H.	Fleet Street, Saint Dunstan's, Ch. of Eng.	London	3	1	.	.
Timme, W.	Bath, Weymouth House, Ch. of Eng.	Bath	2	3	.	.
Tinker, G.	Leeds, Little London, Saint Matthew's, Ch. of Eng.	Leeds	3	1	.	.
Tipper, H.	Lyncombe and Widcombe, Ch. of Eng.	Bath	3	1	.	.
Tocher, J.	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	3

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.					
Harwood - - N.	10 0 0	- -	15 0 0	- - -	—	M. A. Wearden	1st	July
Harwood, Great - N.	33 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Hawkshead - - N.	16 10 0	- -	20 0 0	J. B. Twist -	3rd	- - -	—	June
Healey - - - N.	18 0 0	- -	15 0 0	R. Clegg - -	1st	- - -	—	April
Helen's, Saint - Wes.	25 0 0	- -	- - -	- - -	—	- - -	—	May
Helen's, Saint, R.C. Lowe House.	26 0 0	- -	93 10 0	C. Rourke -	2nd	A. Taafe -	2nd	Jan.
				J. Bonney -	2nd	M. A. Smith -	2nd	
				J. Callagher -	1st	M. Matthews -	2nd	
Helen's, Saint, N. Moreflat.	37 0 0	- -	77 10 0	J. Braund -	4th	E. J. Marsh -	1st	Feb.
				M. Murray -	1st			
				S. Hasleden -	1st			
				W. Lamb -	1st			
Heywood, New Jerusalem Church, Factory School.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Heywood, Queen Wes. Street.	- -	20	17 10 0	- - -	—	M. A. Mills -	2nd	"
Heywood, St. - N. James'.	20 0 0	25	52 0 0	J. Dearden -	3rd	- - -	—	"
				W. Booth -	2nd			
				J. Smith -	2nd			
Heywood, St. - N. Luke's.	30 10 0	50	117 0 0	M. Wilson -	5th	E. Richardson	1st	"
				R. Wild - -	2nd	E. Wolstenholme.	1st	
				J. Ainsworth -	2nd			
				T. Wolstenholme.	2nd			
				A. Buckley -	2nd			
Hindley - - N.	26 10 0	- -	- - -	- - -	—	- - -	—	Jan.
Hippings - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Hoddlesden - - N.	- -	- -	20 0 0	J. Walsh -	1st	- - -	—	Nov.
				R. Parker -	1st			
Holly Mount - B.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Horwich - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Hulme, Free School N.	23 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Hulme, St. George's N.	10 0 0	- -	36 10 0	- - -	—	M. A. Ash -	3rd	Feb.
						L. Lucas -	2nd	
Hulme, St. Mark's N.	27 0 0	- -	58 0 0	S. Clegg - -	1st	H. L. Lucas -	1st	April
				C. Barlow -	1st	M. Houlding -	1st	
Hulme, Trinity - N.	20 0 0	25	85 0 0	G. Grainger -	3rd	M. E. Clarke -	2nd	Feb.
				J. Robinson -	3rd			
				G. Taggart -	2nd			
				J. Tallantire -	1st			
				H. Alsop (*Honorary*).	1st			
Hurst - - - B.	18 0 0	- -	97 10 0	S. Leigh - -	5th	S. Brooksbank	1st	Sept.
				H. Ball - -	5th			
				J. Duxbury -	4th			
				G. Thornley -	1st			
Hurst Green - R.C.	- -	- -	39 0 0	- - -	—	M. Coates -	5th	March
						O. Cockshott -	1st	
Ince - - - N.	10 0 0	- -	32 10 0	R. Knowles -	2nd	C. Smith -	1st	Dec.
Ince Blundell - R.C.	- -	- -	25 0 0	- - -	—	M. Woods -	5th	Feb.
Irlams o'the Height B. (Heywood's school).	15 0 0	- -	44 0 0	T. W. Wilson -	5th	- - -	—	Oct.
				J. Lindley -	3rd			
Irwell - - - N.	12 0 0	- -	59 0 0	- - -	—	R. Haworth -	4th	March
						E. Ormerod -	3rd	
						E. Sharrock -	2nd	
Kersall, St. Paul's - N.	20 0 0	- -	29 0 0	J. Davies -	1st	- - -	—	"
				J. Jefferson -	1st			
Kirkby - - - N.	13 0 0	- -	36 10 0	- - -	—	E. Sephton -	3rd	Aug.
						E. Boyes -	2nd	
Kirkham - - N.	- -	- -	54 10 0	J. Fairclough -	3rd	- - -	—	April
				J. I. Thornton	3rd			
				A. Holt - -	2nd			
Kirkdale, Industrial.	P.U. -	- -	95 15 0	R. Lomas -	5th	E. Jones -	5th	Nov.
				J. Cobham -	5th	T. Collins -	5th	
						E. Rimmer -	5th	
						E. Anderson -	5th	
						A. O'Hare -	4th	

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.					
Liverpool, Hibernian.	B. 36 0 0	- -	165 10 0	W. M'Carthy -	5th	M. A. Jones -	5th	N
				J. Owens -	4th	B. Bennett -	4th	
				J. Lindsay -	1st	E. Farquhar -	3rd	
						M. Grieve -	2nd	
						M. Coleman -	1st	
						E. Taylor -	1st	
Liverpool, Holy Cross.	R.C. 18 0 0	- -	138 0 0	M. Mullarkey	2nd	M. Curran -	2nd	Feb
				T. Riley - -	1st	C. Hickey -	2nd	
				E. M'Dermott	1st	S. Fitzsimon -	2nd	
						M. Foley -	2nd	
						M. A. Murphy	2nd	
						M. Ryan -	1st	
Liverpool, Hope Street.	B. 21 10 0	- -	122 0 0	J. Jones -	3rd	A. Colvin -	4th	Dec.
				E. Walburn -	2nd	M. A. Healy -	3rd	
				T. Clegg - -	1st	M. A. Looney -	3rd	
						C. Noble -	1st	
Liverpool, Jordan Street.	Wes. 28 0 0	- -	101 0 0	J. Carmichael-	3rd	M. Roberts -	5th	Nov.
				J. Lawson -	3rd	B. Loftus -	4th	
				A. Chicken -	2nd			
Liverpool, Old Church, Charity.	Moorfields 31 10 0	- -	45 0 0	J. R. Oates -	4th	E. I. Whitby -	4th	Sept.
Liverpool, Naylor Street, St. Bartholomew's.	N. 26 0 0	25	70 10 0	T. Connorton -	2nd	M. Wilson -	3rd	Oct.
				W. Lloyd -	2nd	E. G. Cave -	2nd	
Liverpool, St. Andrew's.	N. 25 0 0	- -	101 0 0	J. Williams -	3rd	S. E. Booth -	5th	Sept.
				J. Rathbone -	1st	F. Parry -	5th	
						M. E. Gibson -	3rd	
Liverpool, St. Anne's.	R.C. 23 0 0	- -	117 0 0	W. J. Holden -	2nd	M. M. Lyons -	2nd	Jan.
				J. J. G. Harrison	2nd	M. J. Lynch -	2nd	
				E. Cavanagh -	1st	E. Farrell -	1st	
						E. Doran -	1st	
						E. Rodgers -	1st	
Liverpool, St. Anthony's.	R.C. - -	- -	352 0 0	J. A. Fitzsimons	4th	M. Keating -	5th	Nov.
				J. Fitzsimons -	4th	A. Keating -	5th	
				J. Murphy -	4th	C. Kirby -	5th	
				T. Brown -	4th	R. Donnegan -	5th	
				P. White -	4th	E. Murphy -	5th	
				T. Kelly - -	2nd	M. Delany -	4th	
						C. M'Louglin	4th	
						E. O'Connor -	4th	
						E. Carter -	3rd	
						C. Field -	3rd	
						M. Murphy -	2nd	
Liverpool, St. Augustine's.	N. 26 0 0	25	163 0 0	W. Stubbs -	3rd	B. Birch -	4th	Oct.
				J. Phillips -	2nd	A. Laing -	4th	
						S. E. McNay -	4th	
						E. Birch -	3rd	
						M. Birch -	3rd	
						I. A. Wall -	1st	
						S. Worrell -	1st	
Liverpool, St. Barnabas'.	N. 44 0 0	- -	136 0 0	J. R. Malcolm	2nd	S. Apperson -	2nd	"
				T. J. Alsop -	1st	E. Hasslewood	1st	
				F. Frier -	1st	J. Moore	1st	
						(*Honorary.*)		
						L. Veacock -	2nd	
						A. Williams -	2nd	
						M. Nevitt -	1st	
						M. Peeling -	1st	
erpool, St. Bride's	N. 28 0 0	- -	148 0 0	R. Unwin -	1st	A. Pugh -	5th	Sept.
				W. Williams -	1st	H. Williams -	5th	
						M. A. Unwin -	2nd	
						A. Roberts -	2nd	
						L. Mercer -	1st	
						R. Vasey -	1st	
						M. L. Kynaston	1st	
pool, St. Catherine's.	N. 20 0 0	- -	- -	- - -	—	- - -	—	"

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.				
Liverpool, St. Peter's. R.C.	- - -	- -	104 0 0	- - -	—	M. Gill - 2nd M. Taylor - 2nd M. F. Goodwin 2nd B. M'Mahon - 2nd C. Foley - 1st E. Kavanagh - 1st M. A. McArdle 1st	Jan.
Liverpool, St. Saviour's. N.	11 0 0	- -	29 0 0	- - -	—	M. E. Griffiths 1st F. E. Gardiner 1st	Nov.
Liverpool (Mount Vernon Street), St. Thomas'. R.C.	- -	- -	159 10 0	- - -	—	C. Warner - 5th A. Atherton - 5th M. White - 4th M. Cloke - 4th M. Murphy - 4th E. Brondley - 3rd M. Gaunt - 2nd M. Walker - 2nd	Jan.
Liverpool, St. Thomas' and St. William's, (Blackstock Street). R.C.	23 0 0	- -	198 0 0	P. J. Quinn - 5th M. M'Garigle 5th M. Pelham - 5th J. Murphy - 2nd C. Nultry - 2nd		M. Carter - 5th E. Blackburn - 5th E. Spencer - 5th L. A. Eaton - 5th	Nov.
Liverpool, Windsor, St. Clement's. N.	30 0 0	- -	124 10 0	H. Reid - 5th T. Quine - 2nd		R. Morgan - 5th B. Breckell - 2nd M. Howden - 2nd E. A. Riley - 1st E. Smith - 1st	Oct.
Longsight, St. John's. N.	32 0 0	- -	15 0 0	E. Garside - 1st		- - - —	April
Lytham, St. John's N.	15 0 0	- -	- - -	- - -	—	- - - —	Jan.
Manchester, All Souls'. N.	15 0 0	- -	25 0 0	G. Webb - 5th		- - - —	"
Manchester, Argyle Street. B.	16 10 0	- -	106 0 0	T. Schofield - 5th J. Williams - 5th J. Thompson - 3rd R. Clough - 1st J. Magee - 1st T. Southern - 1st		- - - —	Sept.
Manchester (Bradford Road) St. Philip's. N.	15 0 0	- -	62 0 0	J. Smith - 3rd		A. Whitaker - 1st E. Smethurst 1st M. J. Nield - 1st	Jan.
Manchester, Cathedral. N.	36 10 0	- -	85 10 0	J. Sanderson - 5th J. Shields - 4th J. Shields 1st (*Honorary*).		E. Grant - 4th E. Shepherd - 2nd	Feb.
Manchester, Cathedral. Charity.	10 0 0	- -	22 10 0	- - -	—	M. Brierley - 4th	Jan.
Manchester, Jerusalem Chapel.	- -	- -	170 10 0	G. Mellor - 5th W. Hemingway 5th E. Rogers - 4th J. Lees - - 2nd J. O. Morris - 2nd D. Robinson - 1st		B. Taylor - 4th E. T. Smethurst 3rd M. Moss - 2nd	Oct.
Manchester, Lower Mosley Street. B.	30 10 0	- -	194 0 0	J. H. Crowther 5th T. Dunkerley - 4th J. Thompson - 4th J. Martin - 4th W. Freeston - 3rd D. Kelly - 1st		A. Brindley - 2nd A. Vickers - 2nd S. A. Patterson 5th F. I. Billingsley 2nd	"
Manchester, Marshall Street. B.	33 0 0	75	220 10 0	R. Smethurst - 5th J. Davidson - 5th J. Bertenshaw 4th J. Mitton - 1st T. Bradbury - 1st C. Imeloch - 1st J. Newton - 1st		S. I. Webster - 4th A. Hill - 4th H. Barningham 4th A. Barningham 4th H. M. M'Connell 3rd M. A Bermingham. 3rd	Sept.

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MIDDLESEX—*cont.*	£ s. d.	£	£ s. d.					
Home and Colonial, Gray's Inn Lane, Model.	53 10 0	100	313 0 0	C. Wells - - 5th C. Gregg - 5th W. Budd - 5th R. T. Gomm - 3rd E. A. Ford - 3rd		C. Dunning - 4th M. Henderson 3rd M. A. Cragg - 1st E. Howell - 1st S. Lovegrove - 4th A. Matthews - 1st K. Haydon - 1st A. Howell - 4th E. Shaw - 4th S. Lord - 3rd S. Cornish - 1st M. A. Darlington. 1st		Aug.
Hornsey - - N.	30 0 0	- -	44 0 0	- - -	—	S. A. Armitage 4th E. Palmer - 4th		April
Hoxton, St. John's N.	35 0 0	- -	226 0 0	W. J. Tisbury 5th O. Ransted - 5th G. F. Gilbey - 3rd H. Rose - - 2nd H. Thrower - 1st		L. Macklin - 4th E. Dawson - 4th E. L. Bennett 4th C. Coleman - 3rd E. Edwards - 3rd M. A. Geddes - 2nd J. E. Solomon 2nd		"
Isleworth - - N.	32 0 0	25	- - -	- - -	—	- - -	—	June
Isleworth, St. Mary's. -R.C.	25 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Islington, All Saints' N.	44 0 0	20	43 0 0	W. J. J. Reynolds. 1st J. L. Bell - 1st W. R. High - 1st		- - -	—	Nov.
Islington, St. James'. N.	40 0 0	- -	127 10 0	R. Webb - 5th R. H. Sturman 3rd		S. Hassell - 2nd M. Hassell - 2nd A. Bourne - 3rd M. P. Seaward 2nd E. C. Billings - 1st		Aug.
Islington (Upper), St. John's. N.	26 10 0	- -	74 10 0	J. Clark - - 3rd		C. Leonard - 3rd M. Jones - 3rd E. S. Burton - 2nd		Nov.
Islington, St. Mary's. N.	25 0 0	- -	72 10 0	J. F. Clifton - 4th W. Davies - 3rd R. Stratton - 3rd J. Nickell - 1st		- - -	—	April
Islington, St. Michael's. N.	31 0 0	- -	137 10 0	W. J. Green - 3rd J. Bush - - 2nd C. H. Beardon 1st		E. A. Cresswell 3rd B. Fox - - 3rd C. M. Reedman 3rd E. J. Hatt - 3rd E. Brooks - 1st		Oct.
Islington, St. Peter's. N.	25 0 0	- -	78 10 0	J. A. Kelly - 1st C. I. Ansell - 1st		J. Donaldson - 3rd E. Eagleton - 2nd F. Donaldson - 1st		Sept.
Islington, St. Stephen's. N.	- -	- -	64 0 0	J. Honeybone 5th		M. A. Sharratt 4th M. Paterson - 2nd		Jan.
Islington, South, and Pentonville. B.	31 0 0	- -	142 10 0	W. Bull - 5th H. Jervis - 4th		E. A. Stevens - 3rd M. Ryder - 3rd E. Dunkinson 2nd E. Landrey - 2nd E. Roberts - 1st M. Roberts - 1st		June
Islington, Union Chapel. B.	18 0 0	- -	39 0 0	T. White - 3rd J. Nicholls - 3rd		- - -	—	May
John's Wood, St., St. John's. N.	40 0 0	- -	98 10 0	H. C. Shaw - 3rd J. Wheele. - 3rd G. J. Row - 2nd		A. Cooper - 5th R. Parker - 3rd		April
John's Wood, St. R.C.	25 0 0	- -	52 0 0	J. Wells - - 3rd J. O. Neal - 3rd P. Daly - - 1st		- - -	—	Feb.

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MIDDLESEX—*cont.*	£ s. d.	£	£ s. d.				
Kensal Green, St. John's. N.	- - -	- -	74 0 0	W. S. Brumsden.	5th	M. Woodcock -	5th	Aug.
				J. H. Castle -	5th			
Kensington, Gore Lane. N.	- - -	- -	17 10 0	T. Moram -	2nd	- - - -	—	Oct.
Kensington, Free School. -	30 10 0	- -	117 10 0	A. Onslow -	2nd	E. Morton -	2nd	Feb.
				A. Clarke -	1st	S. A. Hewett -	2nd	
				W. Cox - -	1st	H. Theobald -	1st	
				W. Hawkins -	1st	A. Jewell -	1st	
*Kensington, St. Barnabas'. N.	18 0 0	- -	64 10 0	D. Drover -	3rd	L. S. Marsh -	2nd	Oct.
						L. Hidey -	1st	
						M. A. Stanley	1st	
Kensington, Vicar Place. R.C.	- - -	- -	52 0 0	- - -	—	E. Mara - -	3rd	Feb.
						J. Murphy -	3rd	
						A. Kington -	1st	
Kentish Town - N.	26 0 0	- -	68 0 0	- - -	—	M. M. Dibben	2nd	April
						E. A. Pullinger	1st	
						E. Bradberry -	4th	
						E. A. Darkin -	1st	
Limehouse - - Wes.	27 0 0	- -	91 0 0	J. Brody - -	3rd	E. A. Murch -	4th	June
				H. English -	2nd	C. Box - -	3rd	
				J. S. Hicks -	1st			
Limehouse, St. Anne's. N.	28 0 0	- -	179 0 0	J. Corr - -	4th	S. M. Weeden	2nd	Dec.
				J. E. Pearse -	4th	A. M. Patmore	2nd	
				J. Goodhew -	2nd	E. J. Allison -	2nd	
				H. Plumley -	2nd	J. S. McRae -	2nd	
				W. Bales -	1st	E. Blanks -	1st	
				J. H. Lammas	1st			
Limehouse, St. John's N.	20 0 0	25	94 0 0	E. Chatterson	2nd	E. Bland -	2nd	Feb.
				W. G. Layton -	2nd	M. A. Sandham	2nd	
						S. E. Ladbury	1st	
						M. E. Holleby	1st	
Lisson Grove, St. Paul's (the Bentinck Schools).	15 0 0	- -	- - -	- - -	—	- - - -	—	March
London (Chapel Street) Domestic Mission.	25 0 0	- -	75 10 0	C. Starr -	5th	E. Kemp -	1st	June
				D. Blay -	4th	C. Cox - -	1st	
London, East - R.C.	- -	- -	111 0 0	- - -	—	M. Carthy -	5th	Jan.
						M. Finn -	5th	
						M. Purcell -	5th	
						C. Long - -	1st	
						A. Clive - -	1st	
						S. Dunn - -	1st	
London, St. Dunstan's, West. N.	34 0 0	- -	70 10 0	G. Minear -	3rd	J. Willson -	2nd	Feb.
				J. T. Wood -	2nd	S. Sparks -	2nd	
London, Farringdon Street, Harp Alley. B.	- - -	- -	67 0 0	- - -	—	N. Boulton -	5th	June
						M. F. Barnes -	4th	
						S. Anderson -	4th	
London, St. Sepulchre's. N.	20 0 0	- -	- - -	- - -	—	- - - -	—	Dec.
London, Shoe Lane N.	18 0 0	- -	- - -	- - -	—	- - - -	—	March
Martin's, St., in the Fields. N.	28 0 0	- -	106 10 0	G. A. Clarke -	1st	E. Wood -	4th	April
				W. R. Ellis -	1st	E. H. Long -	4th	
						J. E. Boarder -	3rd	
						S. Murton -	2nd	
Martin's, St., in the Fields (Northern). N.	29 10 0	- -	99 0 0	W. J. Carley -	4th	E. J. McGee -	2nd	"
				W. J. McGee -	2nd	M. S. Haig -	1st	
				R. Williams -	2nd	S. Hambleton	1st	
Marylebone, Christ's Chapel. N.	- - -	- -	95 0 0	T. J. Wheeler -	5th	- - - -	—	Oct.
				W. Wright -	5th			
				W. Paragreen -	5th			
				J. Arthur -	5th			
Marylebone, Ch. Ch. N.	89 0 0	45	130 0 0	E. Jarvis -	2nd	L. Rogers -	3rd	"
				J. Judd - -	1st	L. Nash -	3rd	
				C. Cooper -	1st	M. Riley -	2nd	
						M. A. Glazebrook.	2nd	
						S. Jones -	2nd	

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MIDDLESEX—*cont.*	£ s. d.	£	£ s. d.					
Marylebone, All Soul's and Trinity, Eastern (Boys). N.	20 0 0	- -	119 0 0	J. C. Harman - 5th W. Piggott - 3rd G. Piggott - 3rd W. Woodrow 3rd A. J. Watts - 1st J. H. Richardson. 1st G. Bentley - 1st		- - -	—	Sept.
Marylebone, Eastern (Girls). N.	14 0 0	- -	42 0 0	- - -	—	E. Stone - 1st E. Connor - 1st E. Adams - 1st		"
Marylebone, Western, St. Mary's. N.	15 0 0	- -	122 10 0	W. S. Jack - 2nd A. Jones - 2nd W. Smart - 2nd		L. A. Page - 4th E. Colborn - 2nd E. Bromley - 1st M. A. Colborn 1st E. Jones - 1st		March
Marylebone, High R.C. Street, St. James'.	- -	- -	128 10 0	- - -	—	C. Hennessey - 5th J. Holland - 5th A. Regan - 5th M. B. Wholley 4th M. T. Sullivan 4th C. Flynn - 2nd		Jan.
Marylebone, Nutford Place, Diocesan.	31 0 0	- -	31 10 0	R. Leaver - 2nd H. Smith - 1st		- - -	—	April
Marylebone, Trinity. N.	25 0 0	- -	137 10 0	G. Glass - 3rd H. J. Bristo - 2nd J. Lord - 2nd C. Ferguson - 2nd T. T. Tucker - 1st		A. Main - 3rd C. E. Wood - 3rd M. Shearlock - 3rd		Oct.
Moorfields, Bunhill Row. R.C.	- -	- -	22 10 0	D. Collins - 4th		- - -	—	Feb.
Paddington, All Saints'. N.	26 10 0	- -	73 0 0	E. M'Millan - 2nd T. Lofts - 2nd		M. A. Denton - 4th M. Franklin - 2nd		Dec.
Paddington, St. John's. N.	33 10 0	- -	73 0 0	T. G. Stokes - 3rd E. Woodniff - 2nd		A. Simpson - 4th M. A. Llewellin 1st		"
Paddington, St. Mary's. N.	31 0 0	- -	122 0 0	C. T. West - 3rd W. Dixey - 2nd G. Nurthen - 2nd J. M. Turnage 1st		E. Page - 5th S. Hall - 3rd M. A. Anthony 1st		Nov.
Pancras, St., East - N.	15 0 0	- -	111 10 0	J. Dowling - 3rd G. P. Clarke - 3rd J. Rennison - 1st		A. Turner - 5th M. A. Shinn - 3rd E. J. White - 2nd		Oct.
Pancras, Saint - N.	45 0 0	- -	321 10 0	T. Robson - 5th H. Nash - 4th J. Turner - 4th A. Learner - 4th T. Mousley - 3rd R. Seabrook - 2nd		M. Marshall - 5th E. Warren - 5th C. Brenack - 5th E. Perkins - 5th F. Knowles - 5th S. Whitehouse 5th S. Chapman - 5th M. M'Kenzie - 4th M. H. Cook 2nd (*Honorary*). E. Squire - 1st (*Honorary*). E. Latta - 1st		April
Pancras, Saint, Ch. Ch. N.	32 0 0 a20 0 0	25	148 0 0	W. Allen - 3rd H. Hencher - 2nd H. Woodman 1st		E. Straight - 3rd M. Kemplen - 3rd A. Richardson 2nd E. H. Russell - 2nd M. J. Cheese - 2nd M. A. Goldstone. 1st		"
Pancras, St., District, St., John the Evangelist's. N.	11 0 0	- -	15 0 0	- - -	—	F. Cook - -	1st	June

a Retiring pension.

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MIDDLESEX—*cont.*	£ s. d.	£	£ s. d.					
Pancras, St., Trinity N.	51 0 0	20	168 10 0	W. Howitt	3rd	S. Dennis	4th	April
				J. Ide	3rd	H. E. Western	4th	
				G. L. Butler	2nd	E. H. Chapman ((*Honorary*).	1st	
				G. Howitt	1st	A. Topper	4th	
						L. Dale	3rd	
						I. Tait	2nd	
						A. V. Thornton (*Honorary*).	1st	
Pentonville (Infant) N.	12 0 0	- -	31 10 0	-	—	E. A. Martin	2nd	Oct.
						C. M. Robins	1st	
Pimlico, St. Barnabas', N.	25 0 0	- -	70 10 0	W. Alexander	3rd	L. A. Clarke	2nd	Jan.
				G. Taylor	2nd	E. Beer	2nd	
Pimlico, St. Michael's. N.	30 0 0	- -	138 0 0	P. T. Saunders	5th	M. A. Atkinson	4th	Feb.
				J. R. Dare	3rd	E. S. Burrows	1st	
				W. Manser	1st	M. H. Foster	2nd	
				J. E. Coomber	1st	A. C. Turner	1st	
Pimlico, St. Peter's N.	10 0 0	- -	83 0 0	H. R. Heasman	4th	E. Cruickshank	4th	Dec.
				W. Heasman	3rd	M. Woodland	3rd	
Poplar, Regent B. Street.	11 0 0	- -	80 10 0	- - -	—	M. A. Fielder	2nd	July
						S. A. Goodwin	2nd	
						E. Downton	2nd	
						M. E. Blackmore	2nd	
						L. A. Averington	2nd	
Poplar R.C.	- -	- -	47 0 0	S. Shea	3rd	- - -	—	Jan.
				W. Shea	1st			
				J. Allwell	1st			
Portman Chapel, East Street. N.	16 10 0	- -	49 10 0	G. Copus	3rd	- - -	—	April
				J. Shinn	2nd			
				J. W. Buckner	1st			
Portman Square N.	10 0 0	- -	98 10 0	W. H. Linthwaite.	4th	S. Berry	4th	"
						J. Gibson	4th	
				H. Wells	3rd			
				G. Brady	1st			
Queen Street, Great. Wes.	28 10 0	- -	65 10 0	W. J. Moister	2nd	M. M. Oats	2nd	May
				W. D. Elgar	1st	S. M. Churchman.	2nd	
Radnor Street, City Road. Wes.	18 0 0	- -	233 0 0	W. Horton	5th	M. E. Olney	5th	June
				T. B. Kirkham	3rd	J. Olney	3rd	
				G. Speer	2nd	E. Owen	2nd	
				W. South	2nd	E. C. Adams	2nd	
				W. R. Olney	2nd	A. Birkett	1st	
				J. Bingham	2nd	L. Lloyd	1st	
				R. Best	1st			
				W. J. Frehane	1st			
Russell, Charlotte St., Fitzroy Square. N.	11 0 0	- -	34 0 0	- - -	—	J. Badcock	3rd	Sept.
						E. Edwards	1st	
Saffron Hill, St. Peter's. N.	31 0 0	- -	65 10 0	W. E. Jordan	1st	J. Vincent	3rd	April
				T. Turner	1st	J. Riley	2nd	
Somerstown B.	15 0 0	- -	160 0 0	R. Balchin	5th	M. Dungey	4th	June
				N. S. Batterbee	4th	C. Clarke	3rd	
				T. Whitford	4th			
				T. Hollinshed	3rd			
				J. J. Hartley	3rd			
				F. Todd	2nd			
Southgate N.	- -	- -	17 10 0	- - -	—	E. Turner	2nd	May
Spitalfields, St. Mary's. N.	11 0 0	- -	- - -	- - -	—	- - -	—	June
Spitalfields, Spicer Street.* R.C.	- -	- -	75 0 0	J. Ryan	5th	- - -	—	Jan.
				T. Nowlan	5th			
				D. Martin	1st			
				D. Staunton	1st			
Spitalfields, Wood Street. B.	10 0 0	- -	65 0 0	- - -	—	M. Dutton	3rd	June
						C. Dutton	2nd	
						M. A. Williams	2nd	
						C. Kusel	1st	
Staines N.	16 10 0	- -	54 0 0	H. Ford	3rd	A. Asquith	3rd	May
						E. Rew	1st	

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Stepney - - P.U.	- -	- -	37 0 0	W. T. Kirtland	5th	- - -	—	May
				J. Robertson -	5th			
				W. Taylor -	1st			
Stepney, All Saints' N.	25 0 0	- -	114 0 0	C. Docura -	3rd	J. Kentish -	4th	Sept.
				A. Robinson -	3rd	A. Campbell -	4th	
						C. Barrow -	3rd	
						L. Kentish -	1st	
Stepney, Red Coat N.	33 0 0	- -	124 10 0	J. H. Page -	5th	A. M. Wilson -	2nd	Oct.
				R. Kidman -	4th	H. Baker -	2nd	
				J. W. Parker -	2nd			
				J. W. Slaughter	2nd			
				C. R. Woodman	1st			
Stepney, Redman's Row, (Infant). N.	13 0 0	- -	47 0 0	- - -	—	E. Lavers -	2nd	"
						A. Yates -	2nd	
						S. A. Little -	1st	
Stepney, St. Peter's N.	31 10 0	- -	98 0 0	W. J. Ward -	4th	S. A. Hollington	3rd	"
						M. A. Pearl -	2nd	
						S. M. Appleton	1st	
						E. Walker -	1st	
						A. Smith -	1st	
Stepney, St. Thomas'. N.	33 0 0	- -	208 0 0	J. Park -	5th	M. A. Cooper -	5th	"
				G. J. Eve -	5th	M. J. Reeves -	4th	
				T. A. Rambart	5th	J. E. Hone -	4th	
				A. R. Dyer -	3rd	F. E. Bareham	3rd	
				T. W. Williams	1st	C. E. Meiter -	3rd	
						S. I. Lepard -	3rd	
						M. P. Harris -	2nd	
						E. Cattrall -	2nd	
						E. Bunkman -	1st	
Stepney, Trinity - N.	44 0 0	- -	127 0 0	J. Brient -	5th	A. Critchley -	5th	Sept.
				W. H. Wilkins	3rd	F. L. Goodwin	4th	
						H. Porter -	3rd	
						M. J. Holland	2nd	
Stoke Newington - N.	32 10 0	- -	70 10 0	T. Warren -	2nd	M. Richardson	3rd	Nov.
				G. H. Paris -	2nd	E. Tallant -	2nd	
Sunbury - - Par.	11 0 0	- -	32 10 0	W. T. Cotsford	1st	F. Thurkle -	2nd	Oct.
Tottenham - - N.	18 0 0	- -	- - -	- - -	—	- - -	—	July
Tottenham - - B.	- -	- -	34 0 0	G. Lewis - -	2nd	- - -	—	May
				C. Lovebond -	2nd			
Tudor Place, St. Patrick's. R.C.	- -	- -	111 0 0	- - -	—	M. Keefe -	5th	Feb.
						M. Ryan -	5th	
						J. Madden -	5th	
						E. Byrne -	1st	
						M. Brown -	1st	
						M. A. Buckley	1st	
Twickenham Common (Archdeacon Cambridge's). N.	15 0 0	- -	34 0 0	G. Mesley -	3rd	- - -	—	May
				H. James -	1st			
Walham Green - N.	26 10 0	- -	31 10 0	- - -	—	A. M. Walker -	2nd	May
						C. Jones - -	1st	
Wapping, Redding Street. R.C.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Westbourne - - N.	27 0 0	- -	93 10 0	H. Spencer -	3rd	E. Dakin -	4th	Nov.
				F. W. Steel -	3rd	T. Cull - -	1st	
						A. Cockman -	3rd	
Westminster - Wes. (Model).	144 10 0	75	354 0 0	T. Gibson -	4th	V. Edgeller -	4th	Jan.
				W. Blatchly -	4th	J. Down -	4th	
				W. Mitchell -	3rd	S. White -	4th	
				J. Davies -	2nd	S. R. Blatchly	3rd	
				J. J. Redhead	2nd	M. A. Coles -	3rd	
				J. G. Hall -	2nd	M. H. Congdon	3rd	
				J. Coles - -	1st	M. A. Clayton	2nd	
				G. A. H. Bucknole.	1st	E. Schofield -	2nd	
				W. Jones	1st	A. J. Grice -	2nd	
						E. Day - -	2nd	
						M. A. P. Beech	1st	
						M. Cox - -	1st	

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MIDDLESEX—*cont.*									
Westminster (Archbishop Tenison's).	N.	16 10 0	- -	15 0 0	F. Chapman	1st	- - -	—	Oct.
Westminster, Ch. Ch.	N.	25 0 0	- -	40 0 0	G. C. Fleming	2nd	S. Fleming	2nd	Feb.
							M. A. Carral	1st	
Westminster Chapel	B.	13 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Westminster (Curzon Street) Chapel.	N.	30 0 0	- -	51 10 0	J. C. Clough	4th	E. Gunn	1st	"
							I. Coleman	1st	
Westminster, St. George's (Hanover Square), United Day School.	N.	25 0 0	- -	138 0 0	W. Hadgetts	1st	M. Heath	3rd	Sept.
					G. Pond	1st	E. Brookman	2nd	
					F. Eastwood	1st	E. Ensor	2nd	
					W. Starkings	1st	M. A. Kilpatrick	2nd	
							E. Fowler	2nd	
Westminster, St. George's (Hanover Square), District.	N.	13 0 0	- -	91 0 0	G. H. Gifford	3rd	E. Marsh	3rd	"
					A. Jennings	2nd	C. Burton	3rd	
							E. Robinson	2nd	
Westminster (Knightsbridge), All Saints'.	N.	18 0 0	- -	20 0 0	A. J. Gilbie	3rd	- - -	—	Jan.
Westminster (Piccadilly), St. James'.	N.	32 0 0	- -	233 10 0	R. Smith	3rd	J. W. Jessey	3rd	"
	a	20 0 0			C. Despicht	3rd	J. E. Laramy	3rd	
					E. Jenkins	2nd	S. Clark	2nd	
					W. F. Smith	2nd	L. Oliver	2nd	
					P. Rotherham	2nd	C. Keating	1st	
					E. Ditchett	1st	L. Witney	1st	
					J. Hanks	1st	J. Thompson	1st	
							E. Vincent	1st	
Westminster, St. James', Offertory.		18 0 0	- -	36 10 0	W. H. Havord	3rd	- - -	—	"
					J. Hunt	2nd			
Westminster, St. Margaret's and St. John's.	N.	80 0 0	25	91 0 0	E. Beeney	2nd	F. Bailey	5th	"
					J. Westbrook	2nd	S. Bailey	3rd	
							M. A. Nash	1st	
							C. R. Smith (*Honorary*).	1st	
Westminster, St. Mary's.	R.C.	21 10 0	- -	- - -	- - -	—	- - -	—	Feb.
Westminster, St. Stephen's.	N.	63 0 0	- -	243 0 0	A. D. Jones	4th	A. E. Purvis	5th	Jan.
					W. Howe	3rd	F. Fennimore	3rd	
					T. Hill	3rd	R. Smith	3rd	
					T. Cross	3rd	E. Tibble	2nd	
					W. A. Pywell	1st	K. Nichols	2nd	
							P. Gould	4th	
							L. Lowden	4th	
							E. Cobby	4th	
Westminster (Vincent Square), St. Mary's.	N.	27 10 0	- -	170 0 0	F. A. Renshaw	4th	A. E. Smith	4th	"
					G. Ellis	3rd	M. A. Jones	3rd	
					J. Burgess	2nd	A. Brooker	3rd	
					T. B. Fitch	2nd	S. Marshall	2nd	
					H. W. Waters	2nd	M. A. Simpson	1st	
Whitechapel	P.U.	- - -	- -	30 15 0	H. Tabernacle	3rd	- - -	—	June
					J. Carstens	2nd			
					M. Calvert	1st			
Whitechapel, St. Mark's.	N.	32 0 0	- -	58 0 0	H. J. Moss	1st	E. Nesbitt	1st	Nov.
					W. Chisam	1st	E. Holl	1st	
Whitelands, Training.	N.	30 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Whitelands, Lower, Practising.	N.	26 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Whitelands, Upper, Practising.	N.	18 0 0	- -	- - -	- - -	—	- - -	—	"
Whitelands, Infant, Practising.	N.	10 0 0	- -	- - -	- - -	—	- - -	—	"
Total		4,093 0 0	545	14,056 15 0					

a Retiring pension.

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MONMOUTHSHIRE.	£ s. d.	£	£ s. d.					
Abergavenny - - N.	25 0 0	- -	25 0 0	J. Royston -	5th	- - -	—	Oct.
Abertillery - - B.	- - -	- -	15 0 0	W. Williams -	1st	- - -	—	Aug.
Blaina - - - B.	20 0 0	20	153 0 0	J. Griffiths -	3rd	E. Williams -	5th	"
				W. Rowland -	3rd	H. Davies -	3rd	
				T. Jones -	2nd	R. Brewer -	2nd	
				J. Harris -	1st	E. Llewellyn -	1st	
				L. Edwards -	1st			
Chepstow - - N.	- - -	- -	35 0 0	L. Klambrowski.	2nd	M. Young -	2nd	Oct.
Court-y-Bella - N.	15 0 0	- -	121 10 0	J. Thomas -	4th	A. Meredith -	4th	"
				W. Thomas -	3rd	M. Morgan -	4th	
				D. Jones -	3rd	M. Richards -	3rd	
Newport-on-Usk - N.	32 0 0	- -	109 0 0	T. G. Hawkins	4th	J. Langstone -	3rd	"
				A. Stevens -	4th	H. Thomas -	2nd	
				H. Dibdon -	1st	M. Jones -	2nd	
				E. J. Bailey (*Honorary*).	1st			
Newport-on-Usk - R.C.	- - -	- -	106 10 0	D. Vaughan -	3rd	E. Bordessa -	3rd	May
				B. O'Sullivan -	2nd	A. Rosser -	3rd	
				W. Brown -	1st	J. Hudson -	3rd	
Pontnewynydd - N.	18 0 0	- -	73 0 0	D. Davies -	3rd	F. Robins -	3rd	Oct.
				J. Richards -	2nd	E. Davies -	2nd	
Pontypool, Charity N.	16 10 0	- -	87 10 0	D. Moseley -	4th	C. Brennan -	3rd	"
						W. Davies -	2nd	
						M. A. Dovey -	2nd	
						S. P. Hull -	1st	
Rhymney (Iron Works). N.	21 10 0	- -	- - -	- - -	—	- - -	—	"
Rhymney (Iron Works). B.	- - -	- -	30 0	J. Williams -	1st	A. Roberts -	1st	Aug.
Risca - - - B.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Total - -	163 0 0	20	755 10 0					
NORFOLK.								
Barnham Broom - N.	10 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Bradenham District N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Burgh Apton - N.	14 0 0	- -	17 10 0	- - -	—	C. Farrow -	2nd	Oct.
Burnham - - N.	20 0 0	- -	49 0 0	J. Amps -	5th	- - -	—	Dec.
				J. Lawrence -	5th			
Castle Rising - N.	15 6 0	- -	17 10 0	R. Drew -	2nd	- - -	—	Jan.
Downham Market N.	25 0 0	25	78 0 0	C. Rowley -	4th	S. Weeks -	4th	Dec.
				J. S. Bush -	2nd	E. S. Newton -	2nd	
Fakenham - - N.	36 10 0	- -	67 0 0	R. Page - -	1st	S. J. Rowe -	2nd	Nov.
						L. Readwin -	1st	
						S. Grimes -	4th	
Fritton and Morningthorpe. N.	10 0 0	- -	25 0 0	- - -	—	M. Gooch -	5th	Dec.
Geldestone - - B.	16 10 0	- -	20 0 0	J. Belward -	3rd	- - -	—	Feb.
Hockwold-cum-Wilton. N.	15 0 0	- -	47 19 0	H. Johnson -	4th	E. Sparke -	5th	March
Holkham - Par.	16 10 0	- -	15 0 0	T. Carrington	1st	- - -	—	Nov.
Lakenham, St. Mark's. N.	32 10 0	- -	64 0 0	G. Lack - -	3rd	H. Livock -	4th	"
						A. Rushmer -	4th	
Loddon - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Lynn - - - B.	27 0 0	- -	127 0 0	J. R. Rolin -	5th	B. A. Jackson	2nd	April
				W. M. Burch -	5th	M. Arnold -	1st	
				T. Young -	4th			
				D. Cooper -	1st			
				S. Johnson -	1st			
Lynn, St. John's - N.	11 0 0	- -	47 0 0	W. Targett -	3rd	- - -	—	Dec.
				J. Eggett -	1st			
				S. Cracknell -	1st			

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NORFOLK—*cont.*		£ s. d.	£	£ s. d.					
Lynn, St. Margaret's (Charity).	N.	36 0 0	45	101 10 0	J. Hipkin N. G. Pilch W. Manhood P. H. Hammond.	4th 3rd 2nd 1st	A. Eggett R. Walker	2nd 1st	Nov.
Lynn, South, All Saints'.	N.	18 0 0	- -	125 10 0	J. Hammond W. Pratt J. C. Codling G. Kent R. J. Ives	5th 5th 5th 4th 2nd	H. Halliday	2nd	Dec.
Norwich, Model (Boys).	N.	23 0 0	- -	170 19 0	A. Plumstead A. Woods C. Searles F. Woods C. Taylor W. Wilkinson J. Drake A. Capon E. Cannon W. Emms	4th 4th 4th 3rd 2nd 2nd 2nd 2nd 1st 1st	- - -	—	Nov.
Norwich, Model (Girls).	N.	21 10 0	- -	173 0 0	- - -	—	M. Groom M. A. Norton H. M. Murton J. Phillips S. Bolton M. J. Alger R. Alger S. Wills M. A. Cooper M. A. Bunn	4th 3rd 3rd 3rd 3rd 2nd 2nd 2nd 2nd 2nd	"
Norwich, Octagon Chapel.	B.	10 0 0	- -	40 0 0	- - -	—	C. Burroughs H. Salkind	5th 5th	April
Norwich, St. Stephen's.	N.	20 0 0	- -	31 10 0	R. E. Barnes B. Barber	1st 2nd	- - -	—	Oct.
Reedham	N.	- -	- -	17 10 0	- - -	—	R. Brown	2nd	"
Reepham, St. Mary's	N.	10 0 0	- -	22 10 0	- - -	—	E. Fisher	4th	Dec.
Ryburgh, Great	N.	- -	- -	15 0 0	- - -	—	S. H. Eggleton	1st	Nov.
Syderstone	N.	10 0 0	- -	17 10 0	- - -	—	L. L. M. Harper	2nd	"
Terrington, St. Clement's.	N.	- -	- -	22 10 0	T. L. Markham	4th	- - -	—	"
Thornham	N.	11 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Walsham, North	N.	16 10 0	- -	- - -	- - -	—	- - -	—	Nov.
Walsingham	N.	28 0 0	- -	40 0 0	B. Wick	4th	M. A. Belding	2nd	"
Winterton	N.	20 0 0	- -	50 0 0	J. Coleby	5th	J. Kettle	5th	"
Worstead	N.	- -	- -	34 0 0	J. Ward R. Starling	2nd 2nd	- - -	—	"
Wortwell	N.	10 0 0	- -	- - -	- - -	—	- - -	—	"
Yarmouth, Great	B.	15 0 0	- -	85 0 0	H. W. Turrell J. Bishop B. Tomkins W. T. Lummis	4th 4th 4th 4th	- - -	—	April
Yarmouth, Great, Charity.		- -	- -	44 0 0	H. Claxton W. Bunn	5th 3rd	- - -	—	Dec.
Yarmouth, Great, St. Nicholas'.	N.	35 0 0	25	145 10 0	W. C. Sangar R. M. Sinclair W. Dyce	4th 2nd 1st	A. Kemp S. Fish C. Wooly S. Mann L. Everitt	4th 3rd 2nd 3rd 2nd	"
Yarmouth, Great, St. Peter's.	N.	43 0 0	- -	178 10 0	J. Sinclair E. Simmons J. Green T. J. Fill T. Sangar	5th 4th 3rd 2nd 1st	A. Harling S. A. Watson M. Hammond M. Last	5th 5th 3rd 2nd	"
Total		601 0 0	95	1,897 0 0					

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NORTHAMPTONSHIRE.	£ s. d.	£	£ s. d.					
Brington, Great - N.	- - -	- -	20 0 0	J. Rigby -	3rd	- - -	—	Nov.
Corby - - - B.	10 0 0	- -	17 10 0	W. Hardwick	2nd	- - -	—	,,
Eydon - - N.	16 10 0	- -	17 10 0	W. Bull -	2nd	- - -	—	Dec.
Finedon, Endowed -	- - -	- -	15 0 0	T. Billing -	1st	- - -	—	,,
Harleston - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	,,
Kettering - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	,,
Middleton Cheney N.	40 0 0	- -	15 0 0	W. H. Harper	1st	- - -	—	Nov.
Northampton, All Saints'. N.	56 0 0	- -	194 0 0	W. Shaw -	3rd	C. E. Ward -	3rd	,,
				W. Ward -	3rd	L. Norton -	3rd	
				A. Watts -	3rd	E. Burrows -	5th	
				H. Frith -	3rd	E. Warwick -	5th	
				T. Butcher -	2nd			
				W. Baines -	2nd			
Northampton, All Saints', South Quarter (Infants). N.	16 0 0	- -	20 0 0	- - -	—	E. Burrows -	3rd	,,
Northampton, St. Par. Giles'. N.	28 0 0	- -	30 0 0	H. Cross -	1st	M. A. Pendred	1st	,,
Northampton, St. Katherine's. N.	23 0 0	- -	41 10 0	- - -	—	M. Wickens -	5th	,,
						A. Warwick -	2nd	
Northampton, St. Sepulchre's. N.	27 0 0	- -	72 0 0	W. Nunn -	4th	E. Evers -	4th	,,
						E. Griffin -	1st	
						C. Whiting -	1st	
Oundle - - - N.	15 0 0	- -	15 0 0	W. Freeman -	1st	- - -	—	Dec.
Oundle - - - B.	16 10 0	- -	31 10 0	T. Marriott -	2nd	- - -	—	July
				A. Ireland -	1st			
Peterborough - N.	16 0 0	- -	31 10 0	- - -	—	S. A. Gosford -	2nd	Nov.
						E. Beisley -	1st	
Rockingham - - N.	16 10 0	- -	41 10 0	G. Crowson -	5th	- - -	—	Dec.
				P. Worley -	2nd			
Silverstone - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Total - -	328 10 0	- -	562 0 0					
NORTHUMBERLAND.								
Acklington - - N.	20 0 0	- -	20 0 0	J. Lambert -	3rd	- - -	—	Feb.
Acomb, Township N.	16 10 0	- -	- - -	- - -	—	- - -	—	Oct.
Alnwick - - - N.	- - -	- -	113 10 0	J. Wilson -	5th	J. Eadington -	5th	Dec.
				G. Jobson -	4th	M. Turner -	5th	
				G. Caseley -	3rd			
Alnwick (Duke of Northumberland's). N.	25 0 0	- -	34 0 0	J. Hunter -	3rd	- - -	—	,,
				M. Purvis -	1st			
Alnwick - - - B.	21 10 0	- -	- - -	- - -	—	- - -	—	June
Alnwick - - R.C.	15 0 0	- -	31 10 0	E. Murray -	2nd	- - -	—	July
				J. M'Grath -	1st			
Anick - - - N.	18 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Berwick-on-Tweed, Charity.	25 0 0	- -	62 0 0	J. Drummond	4th	- - -	—	April
				H. Renton -	1st			
				J. Wallace -	1st			
				R. Yelloly -	1st			
Berwick-on-Tweed (Infant). B.	15 0 0	- -	34 0 0	- - -	—	A. Brown -	2nd	June
						J. Brown -	2nd	
Broomhaugh, Village. N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Carabo - - - N.	21 10 0	- -	17 10 0	J. Bell - -	2nd	- - -	—	Feb.
Heddon-on-the-Wall. N.	18 0 0	- -	17 10 0	G. Nixon	2nd	- - -	—	,,
Hexham - - R.C.	- - -	- -	17 10 0	- - -	—	J. Armstrong -	2nd	July
Hexham, Subscription. N.	25 0 0	- -	62 0 0	T. Rind - -	4th	- - -	—	Oct.
				T. Ritson -	4th			
				H. H. Pearson	3rd			
Hornecliffe - - B.	18 0 0	- -	- - -	- - -	—	- - -	—	June
Morpeth, Presbyterian	20 0 0	- -	- - -	- - -	—	- - -	—	July
Morpeth, St. James' N.	15 0 0	- -	40 0 0	W. Watson -	4th	J. Hepple -	2nd	March

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NORTHUMBERLAND—*cont.*								
Newcastle-on-Tyne (Castle Garth). N.	18 0 0	- -	29 0 0	W. Porrett -	1st	- - -	—	March
				G. Willson -	1st			
Newcastle-on-Tyne (Jubilee). B.	18 0 0	25	68 0 0	J. K. Hay -	1st	- - -	—	July
				J. Murray -	1st			
				T. Balman -	1st			
				J. Meek - -	1st			
				E. J. Chapman	1st			
Newcastle-on-Tyne, St. Andrew's. N.	20 0 0	- -	127 0 0	J. Fleming -	3rd	S. J. Dobson -	5th	March
				S. Storey -	3rd	M. B. Gibbon -	2nd	
				F. Woodmass -	3rd	M. Willoughby	2nd	
				T. Cosser -	1st			
Newcastle-on-Tyne, R.C. St. Andrew's.	44 10 0	25	240 10 0	T. Murphy -	5th	M. A. Crudis	4th	July
				C. M'Key -	4th	M. Kane - -	3rd	
				C. M'Iver -	2nd	R. M. Grehan -	3rd	
				F. Young -	2nd	E. Crudis -	3rd	
				W. Kelly -	2nd	J. Wilson -	3rd	
						E. Murphy -	1st	
						E. M'Kay -	1st	
						E. Moore -	1st	
						J. M. Savage -	1st	
Newcastle-on-Tyne, St. John's. N.	30 0 0	- -	104 0 0	J. Sewell -	5th	E. Charlton -	1st	April
				W. E. Davidson	4th	M. Ainsley -	1st	
				J. Brown -	2nd			
				J. Graham -	1st			
Newcastle-on-Tyne, St. Thomas'. N.	20 0 0	- -	95 10 0	W. Harrison -	5th	- - -	—	"
				R. Willoughby	3rd			
				J. V. Germez -	3rd			
				W. Mackreth -	3rd			
				W. Dickson -	2nd			
Norham - - N.	- -	- -	20 0 0	- - -	—	H. Wall -	3rd	"
Scremerston - - N.	15 0 0	- -	44 0 0	J. Blackett -	3rd	- - -	—	March
				P. Hay - -	5th			
Shields, North - R.C.	25 0 0	- -	66 10 0	W. Moore -	5th	M.A. M'Cullah	2nd	July
				M. Bourke -	5th			
Shields, North, Union B.	11 0 0	- -	36 10 0	- - -	—	M. Anderson -	3rd	June
						C. Hutchinson	2nd	
Warrenford - - B.	16 10 0	- -	- - -	- - -	—	- - -	—	July
Whittonstall - N.	20 0 0	- -	22 10 0	W. Jewitt -	4th	- - -	—	Feb.
Wooler, Presbyterian	21 10 0	- -	- - -	- - -	—	- - -	—	June
Total - -	548 0 0	50	1,303 0 0					
NOTTINGHAMSHIRE.								
Beckingham - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Carrington - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Collingham, South N.	- -	- -	20 0 0	R. Bradley -	3rd	- - -	—	April
Eastwood - - N.	12 0 0	- -	31 10 0	J. Sheldon -	2nd	- - -	—	"
				W. Roe - -	1st			
Farnsfield - - Wes.	- -	- -	15 0 0	H. Tomlinson	1st	- - -	—	Dec.
Hucknall Torkard N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Ison Green - - N.	15 0 0	- -	15 0 0	G. Clifton -	1st	- - -	—	March
Lenton - - - N.	44 0 0	- -	155 0 0	G. Burgoin -	4th	L. Carter -	5th	"
				H. J. Smith -	2nd	M. Tattersall	3rd	
				T. Shaw - -	1st	S. Hindley -	5th	
				S. T. W. Grose	1st	L. Howitt -	5th	
Mansfield - - Wes.	16 10 0	- -	- - -	- - -	—	- - -	—	Dec.
Mansfield Wood-house. Wes.	- -	- -	- - -	- - -	—	R. Brown -	5th	Jan.
Newark - - Wes.	18 0 0	- -	88 10 0	J. Oldham -	2nd	S. Simpson -	5th	Dec.
				W. Grantham	2nd	A. E. Garnett -	2nd	
				G. Haywood -	1st			
Newark, Ch. Ch. - N.	- -	- -	45 0 0	J. Cook -	4th	H. A. Camm -	4th	March
Nottingham, High Pavement. B.	10 0 0	- -	39 0 0	- - -	—	E. Roe - -	5th	Dec.
						A. Aldam -	1st	
Nottingham, St. Barnabas'. R.C.	21 10 0	- -	15 0 0	W. Taylor -	1st	- - -	—	Sept.

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NOTTINGHAMSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Nottingham, St. John's. N.	27 0 0	- -	73 0 0	T. W. Mensing J. Harris	5th 2nd	M. A. Gilbert E. Wright	2nd 1st	March
Nottingham, St. Mary's. R.C.	50 0 0	- -	173 0 0	- - -	—	E. Muston H. Barber E. Seymour J. Skiffen E. Cowlan C. Morley M. J. Shearman F. Barker E. Cole	5th 5th 4th 4th 3rd 2nd 2nd 2nd 2nd	Sept.
Nottingham, Trinity. N.	33 10 0	- -	132 10 0	C. Riggott P. Green F. H. Spenser J. Burgoyne J. Cooper H. Whitfield	5th 4th 1st 1st 1st 1st	F. E. Williams L. Boyce	3rd 1st	March
Ollerton N.	15 0 0	- -	124 0 0	J. N. Duffy G. Woodhead C. Hufton W. Hawes	4th 4th 3rd 3rd	M. Evers H. Eaton	5th 3rd	April
Radford, New N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Suenton N.	25 0 0	- -	- - -	A. Marshall	2nd	- - -	—	"
Southwell N.	30 0 0	- -	15 0 0	P. Donson	1st	- - -	—	"
Stapleford, St. John's N.	28 0 0	- -	17 10 0	J. T. Roper	2nd	- - -	—	April
Total	405 10 0	- -	959 0 0					
OXFORDSHIRE.								
Assendon R.C.	- -	- -	20 0 0	- - -	—	M. Clewer	3rd	March
Banbury N.	43 0 0	- -	142 10 0	J. Neale G. Charles	5th 5th	M. Weller C. Gardner M. Adams E. Johnson S. P. Barnes	5th 5th 2nd 1st 1st	May
Banbury B.	10 0 0	- -	124 10 0	J. Henchman C. J. Dawson T. Riley P. Butler	5th 4th 1st 1st	S. Miles H. Hearn M. Davis	3rd 2nd 2nd	Oct.
Banbury, Central, (Infants). B.	- -	- -	77 10 0	- - -	—	S. Hyde E. Glaze C. Wells F. Sparrow	5th 3rd 3rd 2nd	"
Banbury, St. John's. R.C.	10 0 0	- -	34 0 0	- - -	—	E. Turner M. Briscoe	2nd 2nd	March
Beckley N.	15 0 0	- -	17 10 0	G. Hawkins	2nd	- - -	—	May
Benson N.	27 0 0	- -	57 0 0	- - -	—	E. Spyer E. Honey E. Eccleston	3rd 3rd 3rd	June
Benson B.	15 0 0	- -	39 0 0	R. T. Vernon E. Brasher	3rd 3rd	- - -	—	April
Burton and Fullbrooke. N.	15 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Cherwell (Infants) B.	- -	- -	41 10 0	- - -	—	E. Shaw A. Humphries	4th 3rd	Oct.
Chipping Norton N.	23 0 0	- -	20 0 0	C. Warren	3rd	- - -	—	March
Chipping Norton B.	29 10 0	- -	30 0 0	E. Smith	1st	A. Morris	1st	April
Churchill and Sarsden. N.	18 0 0	- -	- - -	- - -	—	- - -	—	June
Cowley N.	23 0 0	- -	20 0 0	T. Parkinson	3rd	- - -	—	May
Cuddesdon N.	15 0 0	- -	25 0 0	W. Gunn	5th	- - -	—	"
Culham (Training)	25 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Culham (Practising)	20 0 0	- -	- - -	- - -	—	- - -	—	June
Goring N.	10 0 0	- -	- - -	- - -	—	- - -	—	"
Henley-on-Thames N.	33 0 0	- -	46 10 0	E. Leaver T. Wix	1st 1st	E. Webb	2nd	May

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OXFORDSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Ibstone - - N.	12 0 0	- -	20 0 0	- - -	—	E. Child - -	3rd	
Ifley - - - N.	- -	- -	15 0 0	- - -	—	S. Burborough	1st	June
Kingham - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	"
Launton - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	May
Lewknor - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Nuneham - - N.	20 0 0	- -	37 10 0	J. Betteridge	4th	A. White -	1st	June
Oxford, Blue Coat -	15 0 0	- -	- - -	- - -	—	- - -	—	"
Oxford, City - P.U.	- -	- -	11 5 0	H. Wiggins -	2nd	- - -	—	Aug.
Oxford, St. Aldate's. Par.	10 0 0	- -	- - -	- - -	—	- - -	—	June
Oxford, St. Paul's N.	34 0 0	- -	51 10 0	A. H. Thomas	1st	E. S. Michaux	4th	May
				J. Butler (*Honorary*).	1st	A. Binham -	1st	
Tew, Great, Endowed	25 0 0	- -	30 0 0	C. Perryman -	1st	R. Hartley -	1st	June
Witney - - - N.	15 0 0	- -	49 0 0	R. Hutt -	5th	- - -	—	May
				J. L. Rowles -	5th			
Witney - - Wes.	15 0 0	- -	46 10 0	J. Marriott -	5th	- - -	—	Oct.
				M. H. Heyes -	4th			
Woodstock - - N.	35 10 0	- -	- - -	- - -	—	- - -	—	June
Total - -	554 10 0	- -	955 15 0					
RUTLANDSHIRE.								
Empingham Foster, Charity.	- -	- -	25 0 0	J. Barnacle -	5th	- - -	—	Dec.
Exton - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Hambleton - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Oakham - - N.	35 0 0	- -	49 0 0	R. Mills - -	3rd	M. J. Goucher	1st	Dec.
						E. Mills - -	1st	
Uppingham - - N.	15 0 0	- -	20 0 0	W. O. Barnes	3rd	- - -	—	July
Total - -	80 0 0	- -	94 0 0					
SHROPSHIRE.								
Bishop's Castle - N.	15 0 0	- -	17 10 0	W. Richards -	2nd	- - -	—	June
Bridgenorth, St. Mary's and St. Leonard's. N.	28 0 0	- -	68 0 0	A. Jordan -	1st	M. Peters -	5th	May
				E. Barker -	1st	E. A. Davis -	1st	
Bridgenorth, St. Mary's, Lowtown. N.	15 0 0	25	15 0 0	J. Woodhouse	1st	- - -	—	"
Broseley - - N.	16 10 0	- -	39 0 0	E. Blockley -	3rd	- - -	—	"
				J. Williams -	3rd			
Coalbrookdale - N. (Girls).	10 0 0	- -	34 0 0	- - -	—	F. Briscoe -	2nd	"
						S. Bailey -	2nd	
Dawley, Pool Hill, N. (Coalbrook Dale Company's).	30 0 0	- -	44 0 0	D. Lambert -	1st	H. Ellis - -	1st	June
						H. Sandland -	1st	
Donnington Wood N.	38 0 0	- -	45 0 0	T. Williams -	3rd	F. Wykes -	5th	"
Ellesmere - N.	12 0 0	- -	- - -	- - -	—	- - -	—	"
Ironbridge (Severn side).	13 0 0	- -	- - -	- - -	—	- - -	—	March
Jackfield - - N.	- -	- -	20 0 0	H. D. Hughes	1st	- - -	—	May
				W. Hancock -	1st			
Ketley - - N.	16 10 0	- -	15 0 0	J. Thomas -	1st	- - -	—	"
Lilleshall - - N.	15 0 0	- -	41 10 0	D. Jones -	5th	- - -	—	June
				T. Cartwright	2nd			
Madeley - - N.	20 0 0	- -	83 10 0	J. Lincoln -	3rd	M. R. Randall	3rd	"
				S. Goode -	2nd	P. Randall -	1st	
						E. Hopwood -	1st	
Madeley Wood - Wes.	15 0 0	- -	31 10 0	W. York -	2nd	- - -	—	March
				L. Frauter -	1st			
Martin's, St. (The Lodge). N.	25 0 0	- -	- - -	- - -	—	- - -	—	June
Middle - - - N.	15 0 0	- -	22 10 0	H. Delves -	4th	- - -	—	May
Middleton - R.C.	15 0 0							

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SHROPSHIRE—*cont.*									
Middleton in Chirbury.	N.	13 0 0	20						
Much Wenlock	N.	15 0 0	- -	22 10 0	H. Roberts	4th	- - -	—	May
Oldbury	N.	20 0 0	- -	44 0 0	C. Preston	4th	- - -	—	April
					J. Hill	4th			
Oldbury (Chance's)		33 0 0	25	36 10 0	J.G. Thompson	4th	- - -	—	"
					W. P. Beach	1st			
Oldbury	-Wes.	- -	- -	51 10 0	J. T. Hardy	2nd	- - -	—	Feb.
					J. Parks	2nd			
Oswestry	N.	35 10 0	- -	61 10 0	J. Lewis	4th	E. Middle	5th	Aug.
					R. E. Jones	1st	E. Evans (*Honorary*).	2nd	
Pontesbury	N.	20 0 0	- -	- - -	- - -	—	- - -	—	June
Prees	N.	18 0 0	- -	15 0 0	J. Jenkins	1st	- - -	—	"
Rodington	N.	- -	- -	17 10 0	T. Reynolds	2nd	- - -	—	"
Shrewsbury	B.	16 10 0	- -	106 0 0	H. Weatherby	5th	A. H. Clinton	4th	Aug.
					E. Edwards	4th	H. Briggs	4th	
					J. Williams	2nd			
Shrewsbury, St. Mary's and St. Michael's.	N.	- -	- -	59 10 0	J. L. Cover	4th	- - -	—	May
					W. Ridgway	3rd			
					G. Wynn	3rd			
Wellington	N.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Wem	N.	16 10 0	- -	- - -	- - -	—	- - -	—	June
Westbury	N.	18 0 0	- -	39 0 0	E. Nicholls	4th	- - -	—	May
					C. Cadwallader	2nd			
Whitchurch (Boys)	N.	18 0 0	- -	29 0 0	W. Johnson	1st	- - -	—	"
					W. Maddock	1st			
Whitchurch (Girls)	N.	- -	- -	30 0 0	- - -	—	S. Jarvis	3rd	"
							E. Cox	3rd	
Worfield, Endowed		15 0 0	- -	17 10 0	- - -	—	E. Turner	2nd	"
Worthen	N.	- -	- -	41 10 0	T. Evans	4th	- - -	—	"
					T. Williams	3rd			
Wrockwardine	N.	18 0 0	- -	- - -	- - -	—	H. Bunting	3rd	"
Total		370 10 0	70	1,065 10 0					
SOMERSETSHIRE.									
Backwell	N.	18 0 0	- -	17 10 0	W. Sperrin	2nd	- - -	—	Dec.
Bath	P.U.	- -	- -	21 10 0	H. Hobbs	3rd	- - -	—	Aug.
					W. Saw	1st			
Bath	R.C.	18 0 0	- -	88 10 0	A. Barry	4th	L. A. Barry	3rd	June
					J. Palmer	3rd	M. Hoskins	1st	
					J. Lansdowne	1st			
Bath, Abbey Street, St. James' (Infants).	N.	10 0 0	20	36 10 0	- - -	—	M. A. Frost	4th	Dec.
							E. Slaughter	1st	
Bath and Bath Forum.	B.	- -	- -	22 10 0	W. Badcock	4th	- - -	—	March
Bath, Beacon Hill	N.	- -	- -	42 10 0	F. J. Noad	2nd	E. Rawlins	5th	Nov.
Bath, St. Saviour's	N.	30 0 0	- -	61 10 0	W. Wooton	5th	E. Pinker	4th	"
					T. Hill	1st			
Bath, Trinity	N.	18 0 0	- -	63 0 0	C. Blagdon	2nd	E. M. Pike	2nd	"
					H. Cleall	1st	H. J. Parsons	1st	
Bath, Walcot, St. Swithin's.	N.	11 0 0	- -	189 0 0	T. Withers	5th	S. Webber	4th	"
					J. P. Rogers	2nd	A. Flack	4th	
					R. Brooke	2nd	E. S. Masters	4th	
					R. S. Woodland	1st	F. Muckleurn	2nd	
					A. Carter	1st	L. Gait	1st	
							C. Collins	1st	
Bath, Weymouth House.	N.	31 0 0	- -	132 10 0	C. Twite	5th	C. E. Wilks	3rd	Dec.
					J. Roberts	2nd	E. M. Wilks	2nd	
					E. Taylor	2nd	H. Brown	1st	
					W. Collins	1st	M. Chappell	1st	
Bedminster	N.	12 0 0	- -	158 0 0	J. Welsh	5th	M. J. Wilkins	2nd	Nov.
					J. H. Williams	4th	M. Poole	2nd	
					J. Cox	3rd	A. Salter	2nd	
					E. G. Harden	2nd	A. M. Haskins	2nd	
					B.T.P. Tonnear	1st			

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SOMERSETSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Bedminster - - B.	25 0 0	- -	101 10 0	J. N. Lovell -	2nd	J. Edbrooke -	4th	March
				W. Bonberry -	2nd	M. E. Hammett	2nd	
				J. Kingdon -	1st	S. P. Carter -	2nd	
Bishop's Hull - N.	11 0 0	- -	15 0 0	- - -	—	S. Trott - -	1st	Feb.
Bridgewater (Girls) N.	10 0 0	- -	15 0 0	- - -	—	S. A. Alexander	1st	
Bridgewater (Dr. Morgan's). N.	15 0 0	- -	52 0 0	R. Ellworthy -	5th	- - -	—	"
				T. J. Foster -	1st			
				W. Barker -	1st			
Bridgewater, Provident Place (Infant). B.	15 0 0	- -	39 0 0	- - -	—	E. M. Burton -	4th	Oct.
						L. Burton -	2nd	
Bruton - - - N.	- -	- -	17 10 0	- - -	—	E. Hull - -	2nd	Dec.
Butleigh - - Par.	21 10 0	- -	31 10 0	E. Watson -	2nd	- - -	—	Jan.
				T. Moore -	1st			
Cannington - - N.	15 0 0	- -	56 10 0	T. Hawkins -	5th	R. Rice - -	2nd	Feb.
						H. Onion -	1st	
Cleeve, Old - - N.	- -	- -	17 10 0	T. Cridland -	2nd	- - -	—	Jan.
Coker, East - - B.	21 10 0	- -	79 10 0	G. Gill - -	4th	G. Wakefield -	4th	Oct.
						S. Millings -	4th	
						M. A. Giles -	1st	
Combe Down - N.	21 10 0	- -	25 0 0	E. Greenway	5th	- - -	—	Nov.
Combe, St. Nicholas' N.	23 0 0	- -	15 0 0	E. R. Denning	1st	- - -	—	Feb.
Crewkerne - - N.	31 10 0	- -	40 0 0	J. Light - -	2nd	C. Brake -	4th	"
Curry, North - N. (Taunton).	15 0 0	- -	17 10 0	- - -	—	J. Salway -	2nd	"
Dunster - - Wes.	15 0 0	- -	15 0 0	E. Edbrooke -	2nd	- - -	—	Nov.
Evercreech, Ch. Ch. N.	37 0 0	25	35 0 0	J. Clavey -	2nd	E. C. Rentley -	2nd	"
						E. J. Butler - (*Honorary*).	1st	
Failand - - N.	- -	- -	12 10 0	J. Wedmore (S.M.)	3rd	- - -	—	Dec.
Freshford - - Par.	13 0 0	- -	20 0 0	- - -	—	E. Holley -	3rd	Nov.
Frome Selwood - N.	25 0 0	- -	25 0 0	S. Dyer -	5th	- - -	—	"
Glastonbury - - N.	15 0 0	- -	29 0 0	H. J. Taylor -	1st	- - -	—	Feb.
				T. Hewett -	1st			
Lyncombe, St. Mark's. - N.	11 0 0	- -	134 0 0	H. Ullyett -	5th	J. White -	5th	Nov.
						J. Wingrove -	3rd	
						J. Greenslade -	4th	
						M. L. Hellier -	2nd	
						E. Togwell -	1st	
						C. Smith -	1st	
Lyncombe and Widcombe. - N.	18 0 0	- -	49 0 0	H. Stephens -	2nd	S. Gibbs -	2nd	Nov.
				T. Holland -	1st			
Martock - - N.	- -	- -	36 10 0	W. Ash -	3rd	- - -	—	Feb.
				J. T. Wellington	2nd			
Midsomer Norton - N.	- -	- -	41 10 0	J. Millward -	4th	- - -	—	Nov.
				F. Gulliford -	3rd			
Milborne Port - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Milverton - - N.	15 0 0	- -	111 10 0	J. R. Stook -	4th	C. Atkins -	5th	"
				T. Zeal - -	2nd	E. Templar -	3rd	
				C. Williams -	1st	E. Thomas -	2nd	
Montacute - - N.	- -	- -	64 0 0	G. Hayes -	4th	J. Pridham -	3rd	Jan.
				W. Brickell -	4th			
Nailsea, Parochial N.	18 0 0	- -	- - -	- - -	—	- - -	—	June
Nailsea, Ch. Ch. - N.	12 0 0	- -	- - -	- - -	—	- - -	—	"
Nether Stowey - N.	- -	- -	17 10 0	J. Ware - -	2nd	- - -	—	March
Nettlecombe Yard N.	- -	- -	22 10 0	E. Davis - -	4th	- - -	—	Feb.
Paulton - - N.	13 0 0	- -	37 10 0	J. Churchill -	3rd	E. Pyke - -	2nd	Nov.
Pennard, West - N.	23 0 0	- -	63 0 0	S. James -	2nd	D. Adams -	2nd	Jan.
				J. Humphreys	1st	M. A. C. Cromwell	1st	
Petherton, North - N.	16 10 0	- -	15 0 0	W. Venn -	1st	- - -	—	Feb.
Pill, Benevolent - -	11 0 0	- -	72 0 0	J. Fairbairn -	3rd	M. Coles -	5th	April
						J. Case - -	1st	
						E. Parsons -	1st	
Portishead - - N.	- -	- -	17 10 0	- - -	—	E. A. Summers	2nd	Nov.
Radstock - - N.	16 10 0	- -	25 0 0	A. Smith -	5th	- - -	—	"
Rockwell Green - N.	15 0 0	- -	54 0 0	J. S. Janes -	4th	E. H. Blackmore	2nd	Feb.
				M. Hurley -	1st			

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SOMERSETSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Shepton Mallett - N.	10 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Street and Walton B.	21 10 0	- -	34 0 0	J. Bartlett -	2nd	- - -	—	Oct.
				H. Hodges -	2nd			
Taunton - - B.	25 0 0	- -	119 0 0	W. Gale -	5th	E. Webber -	5th	"
				C. Reakes -	2nd	H. Stagg -	4th	
						L. Pope -	2nd	
						E. Wood -	2nd	
Taunton, Central - N.	15 0 0	- -	34 0 0	G. Simmons -	2nd	- - -	—	Feb.
				A. Copham -	2nd			
Taunton, Original (Infant). B.	13 0 0	- -	36 10 0	- - -	—	D. Whitcombe	3rd	Oct.
						M. J. French -	2nd	
Taunton, Trinity - N.	16 10 0	- -	87 0 0	J. Huggins -	4th	E. Boobey -	5th	Jan.
				H. Allen -	4th			
				R. James -	3rd			
Thorn Falcon - N.	12 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Tiverton - - -	18 0 0	- -	41 10 0	R. Davis -	2nd	G. Gilbert -	5th	Nov.
Wellington - - N.	16 10 0	- -	67 0 0	H. Corain -	3rd	M. Coran -	1st	Feb.
				J. Salter -	3rd			
				J. Ebdon -	1st			
Wellington - - B.	18 0 0	- -	15 0 0	F. Dyer - -	1st	- - -	—	Oct.
Weston (near Bath) N.	15 0 0	- -	75 10 0	W. H. Hamilton.	5th	H. Freath -	3rd	Nov.
						A. Richards -	2nd	
Weston-super-Mare N.	- -	- -	88 10 0	G. Symons -	1st			
				H. Ashley -	2nd	E. Stanley -	5th	"
				J. Harding -	2nd	C. Poynter -	2nd	
				J. Stride -	1st	S. Collings -	1st	
						(*Honorary*).		
Wincanton - - N.	- -	- -	17 10 0	- - -	—	M. E. Read -	2nd	Jan.
Wookey - - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	"
Wraxall - - N.	25 0 0	- -	37 10 0	E. Bryant -	3rd	E. Price -	2nd	Dec.
Yeovil - - - N.	25 0 0	- -	17 10 0	G. Prowse -	2nd	- - -	—	Jan.
Total -	900 10 0	45	2,922 10 0					
STAFFORDSHIRE.								
Alrewas - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Alton, St. John's R.C.	21 10 0	- -	22 10 0	H. Walker -	4th	- - -	—	Oct.
Amblecote - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Arley (Upper) - N.	21 10 0	- -	- - -	- - -	—	- - -	—	May
Betley - - - N.	- -	- -	17 10 0	E. Arnold -	2nd	- - -	—	Sept.
Bilston, St. Joseph's R.C.	16 10 0	- -	108 10 0	P. Skealian -	5th	J. Williams -	4th	"
				G. Jones -	5th	M. A. Shale -	3rd	
				J. Green -	3rd			
Bilston, St. Leonard's N.	15 0 0	- -	41 10 0	H. Jackson -	4th	- - -	—	Oct.
				W. Breeze -	3rd			
Bilston, St. Mary's - N.	18 0 0	- -	29 0 0	W. E. Russell	1st	- - -	—	March
				J. Lloyd - -	1st			
Brereton - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	"
Brewood, St. Mary's. R.C.	- -	- -	17 10 0	- - -	—	J. Price - -	2nd	Sept.
Brierley Hill - N.	- -	- -	17 10 0	T. E. Gibson -	2nd	- - -	—	March
Brierley Hill - Wes.	18 0 0	- -	31 10 0	J. Brazier -	2nd	- - -	—	"
				J. T. Milliner -	1st			
Bromwich, West, All Saints'. N.	35 0 0	- -	49 0 0	J. Tinsley -	2nd	E. Batchelor -	2nd	"
						S. Goring -	1st	
Bromwich, West, Ch. Ch. N.	10 0 0	- -	- - -	- - -	—	- - -	—	"
Bromwich, West, (Gold's Hill). N.	47 10 0	- -	- - -	- - -	—	- - -	—	Feb.
Bromwich, West, (Hill Top). Wes.	- -	-	41 10 0	- - -	—	J. Lees -	5th	"
						S. A. Stokes -	2nd	
Bromwich, West Wes.	16 10 0	- -	138 10 0	T. Stokes -	5th	J. Townsend -	5th	"
				J. Toy -	5th			
				T. Bailey -	5th			
				M. Bayliss -	2nd			
				D. Hughes -	1st			
				J. Turvey -	1st			

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	In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.	Boys.		Girls.	
STAFFORDSHIRE—*cont.*	£ s. d.	£	£ s. d.				
Bromwich, West, N. St. James'.	32 0 0	- -	95 10 0	C. Johnson -	1st	E. Marsh -	3rd	April
						E. Marsh -	3rd	
						E. Brazier -	2nd	
						E. Morris -	1st	
						M. M'Gill -	1st	
Bromwich, West, B. (Summit).	11 0 0	- -	93 0 0	W. Holloway -	4th	L. Hill -	5th	Feb.
				S. Mason -	4th	A. M. Sutton -	5th	
Bromwich, West, N. Trinity.	23 0 0	- -	64 0 0	R. Woodhouse	5th	E. Wright -	3rd	March
				J. Williams -	3rd			
Burslem, St. Par. John's.	28 0 0	- -	96 0 0	L. Peake -	5th	H. Taylor -	4th	Nov.
				W. F. Wood -	4th	A. Johnson	1st	
						S. Ford -	1st	
Burslem - Wes.	15 0 0	- -	80 10 0	R. Hopkinson	5th	C. Johnson -	2nd	Oct.
				T. S. Harvey -	5th	E. Edge -	1st	
Burton-on-Trent, N. Ch. Ch.	39 0 0	25	127 10 0	C. Lenton -	4th	M. Fearn -	4th	Dec.
				S. Taylor -	1st	S. Pimm -	1st	
						R. Slater -	5th	
						E. Wilson -	2nd	
						J. Potts -	1st	
Burton-on-Trent - B.	- -	- -	20 0 0	E. Cotton -	3rd	- - -	—	Sept.
Bushbury - - N.	11 0 0	- -	25 0 0	G. Wright -	5th	- - -	—	April
Cannock - - N.	16 10 0	- -	36 10 0	J. Trevolla -	4th	- - -	—	Oct.
				E. Brodbridge	1st			
Cheadle - - N.	24 0 0	- -	75 0 0	- - -	—	E. Pyatt -	3rd	Nov.
						E. Plant -	3rd	
						L. Bettany -	3rd	
						E. Smith -	3rd	
Cheadle, St. Giles' R.C.	30 10 0	20	60 0 0	J. Strain -	5th	E. Hunt -	5th	Sept.
						E. How - -	3rd	
Cheadle, St. Wilfred's. R.C.	25 0 0	- -	- - -	- - -	—	- - -	—	"
Chesterton - - N.	16 10 0	- -	60 10 0	R. Franklin -	3rd	E. Rhodes -	3rd	Oct.
						P. Middleton -	2nd	
						M. Rhodes -	1st	
Cobridge, St. Peter's. R.C.	28 10 0	- -	70 10 0	A. Simms -	4th	L. Robinson -	3rd	Sept.
				J. Hawley -	1st	E. Skelton -	1st	
Coseley, Ch. Ch. - N.	- -	- -	92 0 0	J. Dudley -	5th	S. Caddick -	5th	April
						L. Brown -	5th	
						E. Aunson -	3rd	
Cresswell, St. R.C. Mary's.	20 0 0	- -	37 10 0	J. Bagnall -	2nd	M. Bagnall -	3rd	Sept.
Darlaston, St. - N. George's.	18 0 0	- -	34 0 0	W. Meakin -	3rd	- - -	—	March
				T. Holdcroft -	1st			
Draycott in Han- N. bury.	16 0 0	- -	20 0 0	- - -	—	A. Barlow -	3rd	Oct.
Ellastone - - N.	15 0 0	- -	42 10 0	J. Finney -	4th	E. Such -	3rd	Dec.
Essington - - N.	- -	- -	22 10 0	- - -	—	A. Burton -	4th	April
Etruria - - B.	20 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Ettingshall - - N.	28 0 0	- -	- - -	- - -	—	- - -	—	March
Ettingshall - Wes.	16 10 0	- -	30 0 0	S. Hardy -	5th	- - -	—	Feb.
				G. Price -	1st			
Freehay, St. Chad's N.	26 10 0	20	17 10 0	- - -	—	E. Whitehurst	2nd	Dec.
Goldenhill - - N.	- -	- -	46 10 0	H. Glover -	5th	- - -	—	Nov.
				G. Nixon -	4th			
Harborne - - N.	18 0 0	- -	22 10 0	J. Freeman -	4th	- - -	—	April
Hartshill - - N.	23 0 0	- -	15 0 0	H. Dawson -	1st	- - -	—	Nov.
Haywood, Great, R.C. St. John the Baptist's.	- -	- -	15 0 0	- - -	—	M. Elsmore -	1st	Sept.
Ipstones, Agricul- N. tural.	21 10 0	25						
Kidsgrove - - N.	32 0 0	20	40 0 0	J. Stanier -	2nd	M. J. Morris -	2nd	Nov.
						M. H. Burton -	1st	
Kingswinford, St. N. Mary's.	27 10 0	- -	40 0 0	J. Phillips -	1st	M. S. Fasey -	3rd	March
						J. Badger -	1st	
Lapley and Wheaton Aston. N.	15 0 0	- -	15 0 0	B. Thomas -	1st	- - -	—	Oct.
Leek, St. Luke's - N.	15 0 0	- -	- - -	- - -	—	- - -	—	"

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STAFFORDSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Lichfield, St. Mary's N.	10 0 0	- -	20 0 0	- - -	—	E. Henney -	3rd	Jan.
Longton, St. Gregory's. R.C.	15 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Madeley, Endowed N.	31 10 0	- -	25 0 0	- - -	—	S. Buralem -	5th	Oct.
Mayfield - - N.	13 0 0	- -	47 0 0	- - -	—	M. Woodland -	3rd	Dec.
						E. Todd - -	1st	
						E. Sheppard -	1st	
Newcastle-under-Lyne. N.	15 0 0	- -	49 0 0	T. Shufflebotham.	5th	- - -	—	"
				J. Bryan -	5th			
Newcastle-under-Lyne, S. George's. N.	- -	- -	57 0 0	- - -	—	E. Woodwiss -	3rd	"
						E. Mason -	3rd	
						M. A. Harrison	3rd	
Norton-on-the Moors N.	10 0 0	- -	51 10 0	T. Massey -	2nd	H. Adams -	2nd	"
						C. Corden -	2nd	
Oakamoor - - N.	14 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Penkhull - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	"
Penkridge - - N.	30 0 0	- -	78 0 0	J. Shuker -	3rd	E. Capewell -	4th	"
				A. Bassill -	2nd	C. Core -	3rd	
Pensnett - - N.	16 10 0	- -	15 0 0	R. Cartwright	1st	- - -	—	April
Rocester - - N.	- -	- -	54 10 0	- - -	—	E. Gallimore -	3rd	Nov.
						P. Birt - -	3rd	
						E. Leadbeater	2nd	
Rollestone - - N.	11 0 0	- -	17 10 0	- - -	—	C. Croxall -	2nd	Oct.
Rugeley - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Shelton - - - N.	12 0 0	- -	93 0 0	D. Roberts -	1st	M. Wilson -	3rd	Nov.
						S. Steele -	3rd	
						C. Pitchford -	1st	
						M. Peake -	1st	
						S. Mills - -	1st	
Shelton (Granville Schools).	52 0 0	- -	52 10 0	E. Walker -	2nd	M. Turner -	2nd	Oct.
						E. Halliwell -	2nd	
Silverdale - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Smethwick - - N.	- -	- -	17 10 0	- - -	—	S. A. Lane -	2nd	March
Smethwick, (Chance's). - - N.	34 0 0	- -	49 0 0	- - -	—	J. E. Duff -	1st	"
						M. Martin -	2nd	
						M. A. Cox -	2nd	
Stafford - - N.	20 0 0	- -	13 0 0	W. Buxton -	1st	- - -	—	Oct.
Stoke-upon-Trent - N.	27 0 0	- -	75 0 0	- - -	—	E. Dudley -	5th	Nov.
						S. E. Cooper -	5th	
						H. Myatt -	1st	
						M. Leese -	1st	
Stone, Ch. Ch. - N.	15 0 0	- -	83 10 0	E. Rayner -	3rd	A. Williams -	2nd	"
				J. Knight -	2nd	C. Dutton -	2nd	
						J. Ford - -	1st	
Stone - - - N.	- -	- -	49 0 0	- - -	—	M. Hitchins -	2nd	Feb.
						E. Shaw - -	2nd	
						E. Lees - -	1st	
Tamworth - - N.	18 0 0	- -	103 0 0	A. Martin -	2nd	A. Hatton -	4th	March
						M. Pegg -	3rd	
						M. Driver -	2nd	
						C. Bullock -	2nd	
						W. Phillips -	1st	
Tean - - - B.	25 0 0	- -	83 10 0	J. Cotton -	3rd	A. Shirley -	3rd	Oct.
				G. Neild -	2nd	F. Cotton -	1st	
						C. Faulkner -	1st	
Tipton - - - Wes.	16 10 0	- -	80 0 0	B. Dunn -	5th	- - -	—	Feb.
				T. Wheale -	4th			
				J. D. Hawkins	4th			
				M. Meanley -	1st			
Tunstall - - N.	15 0 0	- -	96 10 0	E. Taylor -	4th	A. Cheswas -	2nd	Nov.
				T. Cooke -	1st	S. A. Bloor -	2nd	
						M. A. Adams -	1st	
						H. Lightfoot -	1st	
Tunstall - - Wes.	- -	- -	34 0 0	J. Ford - -	2nd	- - -	—	Oct.
				H. Holdcroft -	2nd			
Uttoxeter - - N.	- -	- -	45 0 0	W. Jackson -	5th	M. Davies -	3rd	Nov.
Walsall, Blue Coat N.	23 0 0	- -	20 0 0	T. Russell -	3rd	- - -	—	March

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STAFFORDSHIRE—*cont.*	£	s.	d.	£		£	s.	d.						
Walsall, St. Mary's R.C.	10	0	0	-	-	20	0	0		- - -	—	T. Ankrett -	3rd	Sep
Wednesbury - Wes.	20	0	0	-	-	64	0	0		R. Taylor -	4th	E. Griffiths -	3rd	Fe
										H. Walker -	4th			
Wednesbury, St. N. Bartholomew's.	25	0	0	-	-	80	10	0		J. Anderson -	2nd	E. Meller -	5th	Ma
										A. Wilson -	2nd	E. Mansfield -	4th	
Wednesbury, St. N. James'.	23	0	0	-	-	31	10	0		R. Wall -	2nd	- - -	—	Ap
										W. Anson -	1st			
Wednesbury, St. N. John's.	28	0	0	-	-	82	10	0		S. Griffiths -	4th	B. Smith -	2nd	"
										J. Edgar -	2nd			
										T. Belchel -	1st			
										E. Handley -	1st			
Willenhall, St. Giles' N.	15	0	0	-	-	35	0	0		C. Rowley -	2nd	E. Marsh -	2nd	"
Willenhall, Trinity N.	-		-	-	-	34	0	0		L. Brooks -	2nd	- - -		"
										J. Jevons -	2nd			
Willenhall - Wes.	-		-	-	-	17	10	0		J. Wormington	2nd	- - -	—	Fe
Wolstanton - - N.	-		-	-	-	29	0	0		J. H. Maddock	1st	- - -	—	De
										F. W. Gather -	1st			
Wolverhampton, (Collegiate Ch.) St. Peter's.	31	10	0	-	-	73	0	0		T.P. Johnstone	2nd	H. Hurford -	4th	Ma
										G. Whitehouse	2nd	A. Dalton -	2nd	
Wolverhampton, Wes. Darlington Street.	18	0	0	-	-	-	-	-		- - -	—	- - -	—	Ja
Wolverhampton, N. St. George's.	28	0	0	25		35	0	0		J. A. Box -	3rd	H. G. Clayton	1st	Ma
Wolverhampton, N. St. John's.	21	10	0	-	-	-	-	-		- - -	—	- - -	—	"
Wolverhampton, R.C. St. Mary's.	10	0	0	-	-	29	0	0		- - -	—	E. Mitchell -	1st	Sep
												S. Bull - -	1st	
Wolverhampton, N. St. Matthew's.	14	0	0	-	-	29	0	0		- - -	—	J. Roberts -	1st	Ma
												E. Millington	1st	
Wolverhampton, R.C. St. Patrick's and St. George's.	53	0	0	-	-	178	10	0		M. Reed -	5th	E. M'Kann -	5th	Se
										J. Healy -	4th	A. Grainger -	3rd	
										J. Griffin -	3rd	E. Dale - -	1st	
												J. Rigg - -	1st	
												A. M'Cave -	1st	
												M. A. Bianchi	1st	
												S. A. Goulding	1st	
Wolverhampton, N. St. Paul's.	21	0	0	-	-	150	0	0		J. Elliott -	5th	S. Shave - -	5th	Ap
										J. Scovell -	4th	M. Davies -	3rd	
										G. Bladen -	2nd	J. Manttan -	2nd	
												S. Williams -	2nd	
												E. M. Smith -	1st	
Wolverhampton, Snow Hill, Congregational.	21	10	0	-	-	54	0	0		W. Derry -	2nd	R. Caddick -	3rd	P
										J. Hurdy -	2nd			
Wordsley - - N.	15	0	0	25		-	-	-		- - -	—	- - -	—	Ma
Total - -	1,711	0	0	160		4,202	0	0						
SUFFOLK.														
Aldeburgh - - N.	15	0	0	-	-	41	10	0		T. W. Knight	4th	- - -	—	A
										G. Pheby -	3rd			
Beccles - - N.	14	0	0	-	-	15	0	0		- - -	- -	E. Layton -	1st	O
Benhall - - N.	11	0	0	-	-	-	-	-		- - -	—	- - -	—	A
Bentley - - N.	20	0	0	-	-	-	-	-		- - -	—	- - -	—	O
Bildeston - - N.	15	0	0	-	-	17	10	0		T.O.Emmerson	2nd	- - -	—	J
Boxford - - N.	-		-	-	-	15	0	0		J. Ardley -	1st	- - -	—	O
Bungay, St. Mary's and Trinity. N.	20	0	0	-	-	29	0	0		W. Cornish -	1st	- - -	—	A
										M. Chaston -	1st			
Bures, St. Mary's N.	15	0	0	-	-	25	0	0		F. Smith -	4th	S. A. Cant -	3rd	J
										J. Hunt -	4th			
										J. Steed -	1st			
Bury St. Edmunds', St. James'. N.	18	0	0	-	-	31	10	0		W. Neal -	2nd	- - -	—	O
										R. Mayhew -	1st			
Freckenham - N.	18	0	0	-	-	-	-	-		- - -	—	- - -	—	
Fressingfield - - N.	18	0	0	-	-	-	-	-		- - -	—	- - -	—	

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SUFFOLK—*cont.*								
Gorleston and Southtown. N.	10 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Hadleigh - - N.	23 0 0	- -	39 0 0	A. Spooner -	5th	- - -	—	Aug.
				T. Palmer -	1st			
Hadleigh - - B.	15 0 0	- -	36 10 0	F. H. Corder -	4th	- - -	—	April
				W. Spark -	1st			
Halesworth - - N.	38 0 0	- -	122 10 0	R. C. Miller -	4th	C. Beamish -	3rd	Aug.
				G. F. Chappell	2nd	E. Marshall -	2nd	
						E. Easy -	1st	
						C. Freeman -	2nd	
						L. Balls -	2nd	
Helmingham - N.	20 0 0	- -	49 10 0	W. Groome -	3rd	- - -	—	„
				A. Gooderham	2nd			
				H. Baxter -	1st			
Ipswich - - P.U.	- -	- -	13 15 0	- - -	—	A. Peeling	4th	Jan.
Ipswich - - Wes.	33 0 0	- -	97 10 0	E. Meadows -	5th	E. Limner -	1st	April
				J. Dennant -	4th			
				T. W. Burwood	4th			
				J. Hawes -	2nd			
Ipswich, Nottidge (Infants). N.	- -	- -	39 0 0	- - -	—	E. Baxter -	3rd	July
						E. M. Buckingham.	3rd	
Ipswich, St. Clement's. N.	37 0 0	- -	168 10 0	W. S. Keary -	5th	E. Jennings -	3rd	Aug
				W. M. Fisk -	4th	E. Parker -	3rd	
				G. Hunt - -	2nd	E. Simpson -	2nd	
						L. Cadge -	4th	
						C. Croydon -	2nd	
						K. Mayhew -	1st	
Ipswich, St. Margaret's. N.	10 0 0	- -	56 10 0	T. J. Chisnall -	3rd	E. Oxborrow -	2nd	„
				H. C. Humfress	3rd			
Ipswich, District N.	34 0 0	- -	206 10 0	T. C. Webb -	4th	S. A. Bevan -	5th	„
				G. Carr -	4th	E. S. Dallinger	4th	
				F. J. Baldry -	3rd	S. Farthing -	4th	
				J. A. Phillips -	3rd	A. E. Mallett	1st	
				T. Bardwell -	3rd	J. E. Evans -	1st	
				R. C. Maidwell	2nd			
Ipswich, St. Peter's N.	25 0 0	20	197 0 0	E. Wall - -	2nd	E. Miller -	4th	„
				H. A. Scott -	2nd	L. C. Lee -	3rd	
				J. Belcher -	2nd	H. Clarke -	3rd	
				W. Phillips -	1st	S. A. Turner -	3rd	
						T. T. Bainer -	2nd	
						E. Wood -	2nd	
						H. S. Woodgate	1st	
						M. J. Chaplin	1st	
Ipswich, Trinity - N.	- -	- -	59 0 0	A. A. Barr -	3rd	L. Catchpole -	4th	„
				C. H. Hewlett	2nd			
Kesgrave - - N.	15 0 0	- -	90 10 0	J. Durrant -	4th	- - -	—	July
				T. Brown -	4th			
				W. Shepherd -	3rd			
				A. Folkard -	2nd			
				F. H. Wright	1st			
Leiston - - N.	- -	- -	25 0 0	J. Lawrence -	5th	- - -	—	Aug.
Lowestoft - - N.	13 0 0	- -	29 0 0	- - -	—	E. Cooper -	1st	„
						J. Butcher -	1st	
Lowestoft (Annott's).	16 10 0	- -	31 10 0	G. B. Rix -	2nd	- - -	—	„
				C. Triggs -	1st			
Lowestoft (Wylde's). N.	- -	- -	17 10 0	J. Moore -	2nd	- - -	—	„
Lowestoft, St. John's. N.	32 0 0	- -	15 0 0	- - -	—	S. Watson -	1st	Oct.
Mildenhall (Sir H. Bunbury's).	18 0 0	- -	93 0 0	A. Goddard -	5th	M. Bangs -	5th	July
				C. Laurence -	4th	V. Ford -	4th	
Pakenham - - N.	15 0 0	- -	15 0 0	J. Stannard -	1st	- - -	—	„
Rendlesham - N.	15 0 0	- -	29 0 0	- - -	—	S. Wright -	1st	Sept.
						A. Gray -	1st	
Rickinghall - - N.	18 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Saxmundham - N.	18 0 0	- -	- - -			- - -	—	„
Snape - - - N.	- -	- -	15 0 0	J. Aylett -	1st	- - -	—	Aug.

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SUFFOLK—*cont.*	£ s. d.	£	£ s. d.					
Southwold - - N.	15 0 0	- -	29 0 0	S. Smith -	1st	- - -	—	Oct.
				N. Tink -	1st			
Stoke by Nayland N.	- -	- -	22 10 0	W. Snell -	4th	- - -	—	Aug
Sudbury, All Saints' N.	- -	- -	152 0 0	A. King -	5th	S. Bruce -	5th	"
				C. Mills -	4th	S. Green -	5th	
				H. Green -	3rd	F. Lovell -	5th	
						E. Murrells -	2nd	
Sudbury - - B.	10 0 0	- -	127 10 0	C. Wilson -	4th	H. Hayward -	2nd	Apr
				A. Barcham -	3rd	E. R. Dyson -	2nd	
						E. M. Hayward	5th	
						M. Baker -	1st	
						E. Chalk -	1st	
Thrandeston - N.	- -	- -	17 10 0	D. Filby -	2nd	- - -	—	De
Total - -	594 10 0	20	1,968 15 0					
SURREY.								
Battersea, Training N.	80 0 0	- -	- - -	- - -	—	- - -	—	Ja
Battersea (Boys) Par.	- -	- -	114 10 0	C. Oliver -	2nd	- - -	—	Ju
				T. E. King -	2nd			
				W. Cooper -	2nd			
				J. Larkin -	1st			
				C. Winchester	1st			
				T. Birchley -	1st			
				R. Finch -	1st			
				F. Heath -	1st			
Battersea (Girls Par. and Infants).	12 0 0	- -	77 0 0	- - -	—	S. E. Ridley -	3rd	
						L. Keen -	5th	
						E. Cane -	2nd	
						E. Hockster -	2nd	
Battersea, St. George's. N.	20 0 0	- -	29 0 0	- - -	—	E. Austin -	1st	
						A. M. Goff -	1st	
Beddington and Wallington. N.	- -	- -	17 10 0	R. Streater -	2nd	- - -	—	I
Bermondsey - B.	- -	- -	92 10 0	G. Edwards -	5th	- - -	—	J
				D. Bridger -	5th			
				F. Challis -	5th			
				G. Jenks -	4th			
Bermondsey, Ch. Ch. N.	15 0 0	- -	32 10 0	H. J. Day -	2nd	M. L. Green -	1st	Ju
Bermondsey, St. James' N.	36 0 0	- -	66 10 0	G. Watson -	5th	E. Aylett -	5th	M
				J. Noke -	2nd			
Bermondsey, Star Corner N.	20 0 0	25	- - -	- - -	—	- - -	—	J
Borough Road, Training B.	25 0 0	- -	- - -	- - -	—	- - -	—	J
Borough Road, Model. B.	57 0 0	- -	542 10 0	A. G. Beale -	5th	E. Pearce -	5th	
				H. J. Croad -	3rd	G. G. Snellgrove	5th	
				J. Gainger -	2nd	R. Ings -	4th	
				G. Collins -	2nd	S. A. Salter -	4th	
				W. T. Beattie	2nd	A. Collins -	3rd	
				E. Cooper -	2nd	E. Parish -	3rd	
				E. F. Parker -	2nd	L. Walker -	3rd	
				A. Nicholls -	2nd	J. P. Edwards	3rd	
				W. Cook -	2nd	J. Mitchell -	2nd	
				W. Tuck -	2nd	S. J. Johnson -	2nd	
				A. Rooklin -	2nd	M. B. Dibley -	2nd	
				W. Campbell -	2nd	E. Tucker -	2nd	
				G. Hobill -	1st	A. F. Dyke -	2nd	
				A. Lewis -	1st	H. Cowtan -	1st	
				W. J. Beck -	1st	H. M. Parker	1st	
				H. Palmer -	1st			
				R. H. Stevens	1st			
				J. Turnbull -	1st			
Bramley - - N.	25 0 0	- -	20 0 0	- - -	—	E. Lemon -	3rd	Au

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SURREY—*cont.*	£ s. d.	£	£ s. d.					
Brixton, North, St. John's. N.	18 0 0	- -	- - -	- - -		- - -	—	June
Camberwell, Camden Chapel. N.	30 10 0	- -	150 0 0	C. Popplestone	4th	F. Trayt	5th	Sept.
				G. Clarke	4th	E. Deavin	4th	
				M. G. Waterhouse.	2nd	M. A. Butterfield.	2nd	
						J. Mears	2nd	
						E. M. Fisher	1st	
Camberwell, Ch. Ch. N.	52 0 0	- -	148 10 0	W. T. Kennett	3rd	S. J. Fisher	3rd	May
				G. Tyler	2nd	L. Wilkins	3rd	
				W. H. Thomas	1st	M. A. Griffiths	3rd	
						E. Fisher	1st	
						E. Barber	1st	
						M. J. Armitage	1st	
Camberwell, Crawford Street. B.	31 10 0	- -	148 0 0	H. W. Mountier.	5th	M. Chiswell	3rd	Jan.
						E. Price	2nd	
				J. W. Judd	3rd	M. Cunnington	2nd	
				T. Smith	1st			
				A. Carpenter	1st			
				G. E. Martin	1st			
				F. Morton	1st			
Camberwell, Green Coat. N.	30 0 0	25	64 0 0	W. Abrams	4th	P. Bagley	5th	Dec.
						H. Stibbs	2nd	
Camberwell, Leipsic Road. B.	16 10 0	- -	67 10 0	W. H. Priest	5th	- - -	—	Feb.
				D. Hicks	2nd			
				W. H. Cartwright	1st			
				B. C. Wear	1st			
Cheam and Cuddington. N.	- -	- -	32 10 0	J. Lewis	2nd	S. A. Cleverley	1st	Jan.
Chertsey P.V.	- -	- -	15 0 0	C. Wall	5th	- - -	—	July
Clapham N.	20 0 0	- -	75 0 0	J. King	4th	- - -	—	June
				F. Atcheson	3rd			
				C. Maxted	3rd			
				H. E. Bone	2nd			
Clapham B.	20 0 0	- -	86 10 0	W. Baker	1st	F. Cooper	2nd	Feb.
				F. Hudson	1st	M. C. Tilbury	1st	
				J. F. Martin	1st	E. Payne	1st	
Clapham (Bowyer's). N.	- -	- -	73 0 0	T. Clowser	5th	S. Studdle	2nd	June
				W. Bird	2nd	J. Allen	1st	
Clapham (St. James') N.	10 0 0	- -	- - -	- - -	—	- - -	—	"
Clapham, St. Mary's. R.C.	- -	- -	22 10 0	J. G. Barrett	4th	- - -	—	July
Cranley N.	26 0 0	25	40 0 0	J. Caplen	1st	S. A. Edwards	5th	March
Croydon, (Archbishop Tenison's). N.	10 0 0	- -	70 10 0	H. Harman	3rd	H. Hemming	2nd	Jan.
				J. W. Tullett	2nd	E. Morrant	2nd	
Croydon, St. George's (Boys). N.	15 0 0	- -	57 0 0	J. Holdham	4th	- - -	—	"
				W. Gibbins	3rd			
				I. Wilkins	2nd			
Croydon (Girls) N.	12 0 0	- -	34 0 0	- - -	—	L. Sharpe	3rd	Dec.
						M. Cheesman	1st	
Croydon B.	12 0 0	- -	137 10 0	W. Browning	4th	A. M. Windsor	2nd	Jan.
				C. Love	3rd	L. Block	2nd	
				J. Fulford	3rd	F. Alchin	2nd	
				A. Reolff	2nd	A. Symons	1st	
East Dulwich and Peckham Rye. N.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Ellingham N.	15 0 0	- -	39 0 0	T. King	3rd	- - -	—	Dec.
				G. Sawyer	3rd			
Epsom N.	28 0 0	- -	32 10 0	F. Wellings	2nd	S. Furniss	1st	Nov.
Ewell N.	13 0 0	- -	15 0 0	- - -	—	E. Freeman	1st	Dec.
Farnham N.	30 0 0	- -	80 10 0	J. Baker	5th	S. Hole	3rd	April
				W. Holt	2nd	E. Dee	3rd	
Farnham, Diocesan	27 10 0	- -	- - -	- - -	—	- - -	—	Jan.
Fetcham N.	20 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Godalming N.	48 10 0	- -	71 0 0	W. Mouland	1st	B. Adams	1st	April
				J. Pollard	1st	E. S. Dennis	1st	
						E. Willsdon	1st	

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SURREY—*cont.*								
Godstone - - N.	16 10 0	- -	68 0 0	H. Piggott -	5th	E. Fulbrook -	1st	Aug.
				M. Longhurst	1st	E. Walter -	1st	
Guildford - - B.	10 0 0	- -	17 10 0	- - -	—	J. Fulk - -	2nd	May
Guildford, St. Nicholas'. N.	10 0 0	- -	42 10 0	J. E. Briant -	4th	H. Ansell -	3rd	April
Guildford, Trinity and St. Mary's. N.	15 0 0	- -	44 0 0	W. Wallis -	4th	- - -	—	"
				J. W. Shepheard	4th			
Kennington Oval N.	18 0 0	45	132 0 0	J. J. Cavill -	5th	E. Daintree -	4th	Sept.
				J. W. Trenery	4th	E. Hoyle -	1st	
				E. J. Gibbs -	4th			
				R. Bramwell -	2nd			
				C. Sneesby -	1st			
Kennington, East N. (Bolton Street).	20 0 0	- -	34 0 0	J. Gibbs - -	2nd	- - -	—	June
				W. James -	2nd			
Kew (Queen's School)	15 0 0	- -	- - -	- - -	—	- - -	—	"
Kingston-on-Thames (Public).	- -	- -	116 10 0	J. Drewett -	5th	L. Gosling -	3rd	Oct.
				S. T. Taylor -	4th	S. Chadwick -	2nd	
				N. M'Intyre -	3rd			
				W. Drewett -	2nd			
Kingswood - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Lambeth Chapel Wes.	26 0 0	- -	109 0 0	R. Edgecombe	3rd	E. Killinger -	4th	Feb.
				W. Baker -	1st	M. A. Blyth -	4th	
						E. Gardner -	3rd	
						E. Rose - -	1st	
Lambeth, George B. Street.	- -	- -	49 10 0	F. Smith -	2nd	- - -	—	"
				J. Vince - -	2nd			
				G. H. Holmes	2nd			
Lambeth (St. Mary's.) Parl.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Lambeth, St. Mary's (Prince's Road) N.	28 0 0	- -	30 0 0	W. Wright -	1st	L. F. Tilley -	1st	Feb.
Lambeth, South, Spring Grove. N.	12 0 0	- -	17 10 0	- - -	—	E. B. Brightwell	2nd	Dec.
Lambeth, South, St. Barnabas'. N.	20 0 0	- -	80 0 0	J. R. Clarke -	5th	- - -	—	Jan.
				G. Reid -	5th			
				J. Williams -	3rd			
				G. Smith -	1st			
Leatherhead - N.	15 0 0	- -	20 0 0	P. Cole - -	3rd	- - -	—	Dec.
Metropolitan, P.U. South District.	- -	- -	38 0 0	J. Sinclair -	1st	A. Hall - -	1st	July
				G. Perrett -	1st	H. Cocklin -	1st	
Mitcham - - N.	25 0 0	20	112 0 0	J. Johnson -	4th	J. Mountier -	2nd	"
				J. Shepherd -	3rd	J. Ellis - -	1st	
						E. Jackson -	3rd	
						M. Green -	3rd	
Molesey, West - N.	10 0 0	- -	- - -	- - -	—	- - -	—	March
Mortlake - - N.	25 0 0	- -	75 10 0	W. J. Blackshaw	5th	M. A. Webb -	1st	Jan.
				W. Capron -	4th	E. M. Hencher	1st	
Mortlake, St. Mary Magdalene's. R.C.	12 0 0	- -	15 0 0	- - -	—	F. Hill - -	1st	Aug.
Newington, St. Mary's. N.	41 0 0	25	140 10 0	J. Quinby -	3rd	T. M. Godwin	3rd	June
				C. Howard -	3rd	E. Cooper -	3rd	
				R. Parker -	3rd	S. Heller -	2nd	
				E. Buckeridge	1st	E. A. Taplin -	1st	
Newington, Trinity N.	27 0 0	- -	94 0 0	E. Wilks -	2nd	A. Nash -	3rd	July
				G. J. Robinson	1st	F. H. Jackson	2nd	
				T. Holder -	1st	M. Austin -	1st	
Norbiton - - N.	13 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Norwood, Central London District, School of Industry.	- -	- -	88 5 0	J. Bowles -	5th	C. Branen -	5th	Aug.
				W. Ball -	3rd	C. Edwards -	5th	
				T. Quin -	3rd	S. Waters -	5th	
				B. Dexter -	2nd			
Ockham, Industrial -	31 10 0	- -	40 0 0	E. Symonds -	3rd	M. Trussler -	3rd	May
Peckham - - N.	- -	- -	69 0 0	W. J. Noad -	5th	E. C. Fisher -	5th	Jan.
				C. Smith -	3rd			
Petersham - - B.	16 10 0	- -	- - -	- - -	—	- - -	—	Feb.

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SURREY—*cont.*	£ s. d.	£	£ s. d.					
Putney - - - N.	35 10 0	- -	78 0 0	J. J. Aves -	3rd	H. E. Bird -	1st	Oct.
						E. James -	1st	
						M. L. Spratt -	1st	
						M. L. Butt -	1st	
Redhill, Philanthropic	23 0 0	- -	- - -	- - -	—	- - -	—	—
Redhill, St. John's N.	20 0 0	- -	22 10 0	J. Trussler -	4th	- - -	—	July
Reigate - - -	25 0 0	- -	32 10 0	W. Katterns -	2nd	J. Hewitt -	1st	Aug.
Richmond, St. Elizabeth's. R.C.	10 0 0	- -	- - -	- - -	—	- - -	—	"
Richmond, St. John's. N.	- -	- -	20 0 0	- - -	—	M. Callandar -	3rd	Oct.
Richmond, St. Mary's. N.	12 0 0	- -	- - -	- - -	—	- - -	—	"
Ripley - - - N.	28 0 0	- -	- - -	- - -	—	- - -	—	April
Rotherhithe (Amicable Society's).	20 0 0	- -	54 10 0	R. J. Larcombe	5th	- - -	—	June
				J. Smith -	2nd			
				P. Okell -	1st			
Rotherhithe, Deptford Road. N.	10 0 0	- -	201 10 0	H. Bird -	2nd	S. C. Cox -	5th	"
				C. J. Forrest -	2nd	S. L. Solomon	5th	
				J. Brittain -	1st	C. Tippet -	5th	
				J. G. Clark -	1st	E. A. Grace -	3rd	
						J. Carr -	3rd	
						L. J. Bailey -	3rd	
						J. Friar -	2nd	
Rotherhithe, (Green Coat School) Clarence Street. N.	12 0 0	- -	59 10 0	- - -	—	E. J. Carr -	4th	Jan.
						A. Robjant -	4th	
						M. A. Terry -	2nd	
Rotherhithe, St. Paul's. N.	- -	- -	40 0 0	- - -	—	S. A. Bird -	5th	Sept.
						H. Lewis -	5th	
Rotherhithe, Trinity. N.	10 0 0	20	54 0 0	E. Catlin -	3rd	A. Smale -	1st	Oct.
				G.M.Hamilton	3rd			
Southwark, Bankside (Boys) R.C.	- -	- -	15 0 0	J. Connelly -	1st	- - -	—	Feb.
Southwark, Bankside, Great Guildford Street. R.C.	- -	- -	17 10 0	- - -	—	H. Bryan -	2nd	"
Southwark, St. George's. N.	21 10 0	- -	103 10 0	J. Dell - -	5th	F. Chapman -	5th	Jan.
				G. Pinker -	4th	J. Cutler -	2nd	
				J. J. Chambers	2nd			
Southwark, St. Jude's. N.	25 0 0	- -	145 0 0	W. Norton -	3rd	E. Spencer -	3rd	May
				J. J. Miller -	3rd	E. Looker -	3rd	
				T. Sutton -	3rd	K. L. Roberts	3rd	
				E. Burgess -	2nd	E. Ash - -	2nd	
Southwark, St. Mary's. N.	33 10 0	- -	205 0 0	T. Griffin -	3rd	S. How ll -	4th	Dec.
				C. Paterson -	3rd	S. Willing -	3rd	
				E. C. Gaines -	2nd	E. Scott -	2nd	
				T. Stevens -	2nd	E. Davies -	2nd	
				W. Day - -	1st	H. Evans -	3rd	
						M. Trayte -	2nd	
						E. A. Hill -	1st	
Southwark Chapel. Wes.	31 0 0	- -	79 10 0	E. Moss - -	5th	C. Littleton -	5th	Feb.
				W. Butler -	2nd	E. Moss - -	1st	
				M. H. Jones -	1st	(*Honorary*).		
Stockwell - - N.	16 10 0	- -	74 0 0	L. Lock - -	5th	C. Mortimer -	5th	Jan.
						L. Taylor - -	5th	
Stockwell, St. Michael's. N.	31 0 0	25	140 0 0	J. Wohlmann	4th	E. Mitchell -	4th	July
				A. M'Dowall -	3rd	M. Berryman	2nd	
				W. T. Pink -	2nd	E. Pitman -	2nd	
						P. Preston -	2nd	
						E. Byers - -	1st	
Streatham - - N.	35 0 0	- -	50 0 0	D. F. Arnold -	5th	C. Yoell - -	5th	June
Streatham, Ch.Ch. N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Surbiton - - N.	15 0 0	25	- - -	- - -	—	- - -	—	Jan.
Surrey, North District School. P.U.	- -	- -	101 15 0	E. Snoxell -	5th	E. Darby -	3rd	May
				R. Sutton -	5th	S. Snoxell -	3rd	
				J. Hill - -	4th	E. Wicks -	1st	
				H. Pratt - -	3rd			
				J. Blyde - -	3rd			
				W. Rix - -	1st			

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SURREY—*cont.*	£ s. d.	£	£ s. d.					
Tandridge, Oxted, and Godstone. N.	- -	- -	25 0 0	G. Finch -	5th	- - -	—	March
Thames Ditton - -	10 0 0	- -	15 0 0	- - -	—	M. Bradford -	1st	April
Thorpe - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Tooting, Lower - N.	15 0 0	- -	78 0 0	E. Jones -	5th	E. Coleman -	4th	May
				A. T. Austen -	2nd	M. Rollison -	1st	
Tooting (Infant) Par.	10 0 0	- -	15 0 0	- - -	—	H. Maslen -	1st	June
Vauxhall Walk Wes.	25 0 0	- -	99 0 0	A. Kennedy -	2nd	E. Shelton -	4th	Feb.
				J. R. Pindar -	1st	E. Barnett -	2nd	
						E. Corfield -	2nd	
						S. Sterne -	1st	
Walworth, Epis. Beresford Chapel.	- -	- -	49 10 0	W. Arnold -	2nd	- - -	—	April
				R. Gabb -	2nd			
				A. Simmonds -	2nd			
Walworth, St. Peter's. N.	12 0 0	- -	206 10 0	E. Rogers -	3rd	C. Bird -	4th	July
				T. Knights -	3rd	E. Whebell -	4th	
				C. M. Hyrons -	3rd	E. Miller -	4th	
				G. Whebell -	3rd	E. Moss -	3rd	
				J. Wetheridge	3rd	M. Patching -	2nd	
						S. Colquhoun -	2nd	
Wandsworth, St. Mary's (Summerstown). N.	- -	- -	17 10 0	- - -	—	M. Putman -	2nd	April
Westcott - - N.	21 10 0	- -	31 10 0	W. Mitchell -	2nd	- - -	—	June
				J. W. Gatehouse	1st			
Wimbledon - N.	27 0 0	- -	96 0 0	P. Appleby -	4th	M. Furmage -	5th	Oct.
				J. Johnson -	2nd	A. Smith -	3rd	
						M. A. Murray	1st	
Total - -	1,791 10 0	235	6,020 0 0					
SUSSEX.								
Arundel, Free - B.S.	28 10 0	- -	111 0 0	J. Richardson	5th	E. Holland -	5th	Aug.
				C. Bone - -	4th	F. Kimpton -	5th	
				C. Cooper -	2nd			
Brighton, Central N.	20 0 0	- -	196 0 0	E. Parrish -	4th	M. A. Cobby -	5th	July
				C. Kelley -	4th	J. Arthur -	3rd	
				R. Rutherford	4th	A. Mitchell -	3rd	
				D. Stonestreet	3rd	M. A. Kenderdine.	3rd	
				W. Arthur -	3rd			
				W. Heasman -	2nd			
Brighton, Ch. Ch. N.	32 0 0	- -	56 10 0	T. Rooke -	3rd	H. H. Haynes	3rd	Aug.
				E. Holloway -	2nd			
Brighton (Model) N.	23 0 0	- -	88 0 0	- - -	—	M. A. Edwards	5th	July
						E. M'Nair -	5th	
						A. Bennett -	1st	
						M. I. Knight -	1st	
						J. Andrew -	1st	
Brighton (Training) N.	16 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Brighton, St. John's. N.	14 0 0	- -	162 0 0	- - -	—	A. Callan -	4th	July
						M. Coates -	4th	
						C. Saxby -	3rd	
						S. A. Sturgess	5th	
						E. Bennett -	3rd	
						E. Jones -	3rd	
						M. Mardinor -	1st	
						J. S. Woodhams	1st	
Brighton, St. Mary's R.C.	28 0 0	- -	40 0 0	A. Groves	1st	C. Cuddy -	2nd	May
						A. Hall - -	2nd	
Brighton, St. Nicholas'. N.	12 0 0	- -	47 0 0	- - -	—	E. Vaughan -	2nd	Aug.
						M. Smith -	2nd	
						H. E. Haynes -	1st	

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SUSSEX—*cont.*	£ s. d.	£	£ s. d.					
Brighton, Spa Street and Egremont Street, Ragged.	26 0 0	- -	100 10 0	J. Moore -	3rd	M. Lish - -	3rd	July
						E. Evershed -	3rd	
						C. Weller -	2nd	
						M. Funnell -	1st	
						A. Chilman -	1st	
Brighton, Warwick Street. N.	16 10 0	- -	106 10 0	D. Sturgess -	3rd	A. Ellis -	5th	"
				G. Holmes -	2nd	M. Howard -	2nd	
						L. Herbert -	2nd	
						F. Farrant -	1st	
Burwash - - N.	15 0 0	- -	56 10 0	B. Carman -	3rd	S. Weston -	3rd	March
						M. A. Maynard	2nd	
Chichester, Central. N.	37 0 0	- -	176 0 0	C. Bulbeck -	5th	E. Lambert -	3rd	July
				T. Attfield -	3rd	M. J. Standen -	3rd	
				J. Bulbeck -	3rd	H. Fowler -	3rd	
				J. J. Penney -	1st	E. Harber -	2nd	
				J. J. W. Knowles	1st	M. A. F. Swyer	2nd	
Chichester (Tower Street). B.	23 0 0	- -	150 0 0	G. H. Matthews	4th	C. Stroud -	3rd	Aug.
				J. Adkins -	4th	E. Aylward -	2nd	
				J. Inkpen -	4th			
				T. Carey -	3rd			
				H. Ayling -	3rd			
				J. Wade -	1st			
Eastbourne - - N.	34 10 0	- -	54 0 0	W. Rollison -	4th	E. Miller -	1st	July
				G. Weston -	2nd			
Falmer - - N.	18 0 0	- -	- - -	- -	—	- -	—	Aug.
Forest Row - - N.	33 0 0	- -	68 0 0	C. Morris -	3rd	J. Waters -	3rd	March
				J. Magrath -	1st	A. Grover -	1st	
Frant (Tunbridge Wells). N.	16 10 0	- -	29 0 0	G. Card -	1st	- -	—	April
				A. Knight -	1st			
Glynde - - N.	10 0 0	- -	- - -	- -	—	- -	—	Aug.
Hadlow Down - N.	-	- -	46 10 0	H. Denness -	5th	- -	—	April
				W. Burgess -	4th			
Hartfield - - N.	15 0 0	- -	20 0 0	T. Kember -	3rd	- -	—	"
Hastings, All Saints' and St. Clement's. N.	32 10 0	20	109 0 0	W. G. J. Davies	5th	F. Tindall -	4th	July
				W. H. Sutton	3rd	M. Reilly -	1st	
				S. Kent - -	2nd	C. E. Page -	1st	
Hastings, St. Mary's. N.	11 0 0	- -	101 10 0	C. Foster -	4th	E. Bunstead -	3rd	"
				E. Morfee -	3rd	J. Mills - -	1st	
				F. C. Spray -	1st	S. Spray - -	1st	
Hellingley - - N.	- -	- -	25 0 0	H. Plowright -	5th	- -	—	"
Henfield - - N.	10 0 0	- -	15 0 0	- -	—	M. S. Gratwick	1st	Aug.
Hurst Pierrepoint N.	34 0 0	- -	45 0 0	A. Gosney -	3rd	J. Gander -	5th	"
Iping - - - B.	15 0 0	- -	- - -	- -	—	- -	—	"
Leonard's, St., on Sea. N.	18 0 0	- -	124 10 0	J. A. Moon -	3rd	S. Barnes -	5th	July
				J. E. Chandler	3rd	P. Hall -	4th	
				A. Morris -	1st	S. Beaney -	1st	
						E. Beaney -	1st	
Leonard's, St., on Sea, All Souls'. R.C.	- -	- -	47 0 0	- -	—	E. M'Vicar -	2nd	May
						T. Kay - -	2nd	
						C. Drury -	1st	
Lewes - - - N.	34 0 0	- -	103 10 0	W. Weller -	4th	H. Tasker -	4th	July
				W. Pelling -	2nd	L. Hemsley -	4th	
						H. Kenward -	4th	
Mayfield - - Par.	15 0 0	- -	25 0 0	A. Ford - -	5th	- -	—	March
Mayfield (Girls) - N.	- -	- -	17 10 0	- -	—	M. A. Pennall -	2nd	"
Newhaven - - N.	10 0 0	- -	34 0 0	- -	—	E. Welsh -	3rd	July
						C. Stevens -	1st	
Rye - - Wes.	- -	- -	20 0 0	O. Gibson -	3rd	- -	—	Aug.
Selmeston - - N.	- -	- -	20 0 0	- -	—	M. Payne -	3rd	March
Shoreham - - N.	25 0 0	- -	- - -	- -	—	- -	—	Jan.
Slinfold - - N.	10 0 0	- -	20 0 0	- -	—	E. Richardson	3rd	April
Southbourne and Seaside. N.	33 0 0	- -	36 10 0	J. B. Roberts -	3rd	- -	—	Aug.
				J. Waymark -	2nd			
Staple Cross Wes.	18 0 0	- -	37 10 0	J. Benge -	3rd	J. H. Sinden -	2nd	June
Ticehurst - - N.	29 0 0	- -	22 10 0	J. T. Baker -	4th	- -	—	April
Tillington - - N.	30 0 0	- -	- - -	- -	—	- -	—	"
Twyford - - N.	- -	- -	20 0 0	H. Bates -	3rd	- -	—	"

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		£	s.	d.	£	£	s.	d.					
SUSSEX—*cont.*													
Uckfield	Par.	10	0	0	- -	68	0	0	W. Burton	3rd	E. Matthew	2nd	April
									A. Irving	2nd	M. A. Bond	1st	
Wadhurst (Best Beech Hill District).	N.	11	0	0	- -	-	-	-	- - -	—	- - -	—	"
Waltham, Cold	N.	15	0	0	- -	20	0	0	W. J. Roberts	3rd	- - -	—	July
Warnham	N.	12	0	0	- -	15	0	0	- - -	—	M. Holland	1st	April
Wartling	N.	10	0	0	- -	15	0	0	- - -	—	E. Morley	1st	"
Westbourne	N.	16	10	0	- -	42	10	0	J. Covington	3rd	I. A. Covington	4th	July
Westmeston	N.	12	0	0	- -	-	-	-	- - -	—	- - -	—	Aug.
Withyham, St. Michael's.	N.	21	10	0	- -	15	0	0	W. Coomber	1st	- - -	—	March
Worthing	N.	10	0	0	- -	-	-	-	- - -		- - -	—	April
Worthing	Wes.	12	0	0	- -	-	-	-	- - -		- - -	—	June
Total		867	10	0	20	2,515	10	0					
WARWICKSHIRE.													
Alcester	N.	-		-	- -	56	10	0	J. E. Waring	4th	L. Walsingham	1st	July
									A. Edwards	3rd			
Atherton (Grammar).	N.	-		-	- -	22	10	0	J. Hincks	4th	- - -	—	Aug.
Attleborough	N.	15	0	0	- -	15	0	0	E. T. Copston	1st	- - -	—	July
Bentley	N.	-		-	- -	70	0	0	T. Wallis	3rd	- - -	—	"
									J. Atkins	3rd			
									T. Sanders	2nd			
									T. Collins	2nd			
Bidford	N.	-		-	- -	34	0	0	H. S. Hatton	3rd	- - -	—	Aug.
									J. H. Timms	1st			
Birmingham, All Saints'.	N.	21	10	0	- -	15	0	0	W. Nightingale	1st	- - -	—	Oct.
Birmingham, Church of the Saviour.		12	0	0	- -	61	10	0	S. Reeves	4th	P. Priestley	4th	Feb.
											H. Jones	3rd	
Birmingham and B. Edgbaston (Industrial).		10	0	0	- -	34	0	0	- - -	—	A. E. Harrison	2nd	"
											F. R. Giles	2nd	
Birmingham, New Jerusalem.		15	0	0	- -	52	0	0	E. Wood	4th	- - -	—	"
									E. Reynolds	2nd			
									W. Moore	1st			
Birmingham, St. Anne's (Alcester Street).	R.C.	10	0	0	- -	47	0	0	- - -	—	H. Parker	2nd	April
											A. Kearns	2nd	
											H. Alexander	1st	
Birmingham, St. Chad's.	R.C.	32	0	0	- -	106	10	0	J. Holland	5th	E. Law	3rd	"
									M. Hanson	1st	A. Hadley	3rd	
											A. Windsor	2nd	
											E. Grimshaw	1st	
Birmingham, St. George's.	N.	45	0	0	25	172	10	0	F. Moore	4th	F. Price	4th	Aug.
											E. Cooper	3rd	
											E. Bown	2nd	
											M. Fox	5th	
											E. M. Williams	3rd	
											S. A. Broadhurst	3rd	
											S. A. Masters	2nd	
											M. Hopton	2nd	
Birmingham, St. George's, Farm Street (Infants).	N.	8	0	0	- -	54	10	0	- - -	—	L. Brown	3rd	"
											M. A. Smith	3rd	
											F. Free	2nd	
Birmingham, St. John's.	R.C.	10	0	0	- -	57	0	0	- - -	—	M. Cafferty	4th	April
											M. A. Carroll	3rd	
											A. Keogh	2nd	
Birmingham, St. Luke's.	N.	15	0	0	25	86	0	0	J. Smith	3rd	E. Lloyd	3rd	Aug.
									R. Bartlett	1st	E. Gibbs	3rd	
											J. Gowan	1st	

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WARWICKSHIRE—*cont.*	£ s. d.	£	£ s. d.				
Birmingham, St. N. Luke's, Macdonald Street, (Infants).	- - -	- -	17 10 0	- - -	—	M. A. Morton -	2nd Aug.
Birmingham, St. N. Mark's.	12 0 0	- -	98 10 0	J. Jackman -	2nd	S. Wheeler -	5th ,,
				J. Bird - -	2nd	M. Wheeler -	4th
						L. Silvester -	3rd
Birmingham, St. N. Mary's.	40 0 0	- -	83 0 0	R. Marll -	3rd	C. A. Wainwright.	2nd July
				W. T. Bulpitt	2nd		
						E. Hibell -	1st
						S. Wilkinson -	1st
Birmingham, St. R.C. Mary's.	29 0 0	- -	59 10 0	- - -	—	M. Bolster -	4th April
						S. A. Rice -	4th
						J. A. Silvester	2nd
Birmingham, St. R.C. Nicholas'.	10 0 0	- -	36 10 0	- - -	—	M. M'Carten -	3rd ,,
						E. M'Cabe -	2nd
Birmingham, St. N. Paul's.	30 0 0	- -	137 0 0	J. Lunn -	5th	E. Cox -	4th Aug.
				D. Taylor -	5th	A. Stainton -	3rd
				J. Bough -	3rd	E. Martin -	1st
				H. Fellow -	2nd		
Birmingham, St. R.C. Peter's.	25 0 0	- -	51 10 0	J. Watson -	2nd	T. Overs - -	2nd April
						V. Monton -	2nd
Birmingham, St. N. Philip's.	25 0 0	- -	20 0 0	R. Perry -	3rd	- - -	- July
Birmingham, St. N. Stephen's.	- - -	- -	52 0 0	- - -	—	G. Vale - -	4th —
						W. Taylor -	2nd
						H. Marle -	1st
Birmingham, St. N. Thomas'.	38 0 0	- -	83 0 0	F. Free - -	4th	C. H. Cox -	5th Aug.
				J. Greaves -	2nd	M. Mackintosh	3rd
Birmingham, Unitarian (Domestic Mission Society's).	12 0 0	- -	106 0 0	H. Miles -	5th	E. S. Ash -	5th Feb.
				W. Gunn -	5th	E. Walton -	3rd
						S. Birch -	1st
Coventry, St. N. Michael's.	28 0 0	45	46 10 0	F. Dowell -	2nd	E. Jeayes -	1st Aug.
				F. Rose -	1st		
Coventry, St. N. Peter's.	15 0 0	- -	41 10 0	J. Archer -	4th	- - -	- ,,
				T. G. Tustin -	3rd		
Coventry, Upper, N. Trinity.	47 10 0	- -	- - -	- - -	—	- - -	- Oct.
Cubington - N.	16 10 0	- -	46 10 0	G. Green -	5th	- - -	- Aug.
				T. Walton -	4th		
Deritend, St. John's N.	16 10 6	- -	20 0 0	B. Roberts -	3rd	- - -	— ,,
Eatington - - N.	16 10 0						
Edgbaston - - N.	10 0 0	- -	25 0 0	- - -	—	L. L. Pettit -	5th ,,
Erdington - R.C.	10 0 0	- -	- - -	- - -	—	- - -	— April
Hampton-on-the-Hill. R.C.	10 0 0	- -	15 0 0	- - -	—	T. Collins -	1st Jan.
Itchington, Long, N. (Endowed).	25 0 0	- -	20 0 0	J. Flower -	3rd	- - -	— July
Kenilworth, St. - N. John's.	10 0 0	- -	- - -	- - -	—	- - -	- ,,
Keresley and - N. Coundon.	15 0 0	- -	22 10 0	T. Holloway -	4th	- - -	- ,,
Kingsbury (En- N. dowed).	16 10 0	- -	41 10 0	F. Ison -	5th	- - -	- ,,
				R. Knight -	2nd		
Kinwarton and N. Great Alne.	- - -	- -	15 0 0	- - -	—	H. Harman -	1st ,,
Nuneaton (Church N. Lane).	35 10 0	25	64 10 0	T. Passand -	1st	R. Allton -	3rd Aug.
						J. H. Denman	2nd
						M. Smith -	1st
Rugby - - - Par.	16 10 0	- -	83 0 0	M. Neville -	5th	E. Hands -	5th ,,
				H. Whiteman	2nd	R. Horne -	2nd
Rugby - - -Wes.	10 0 0	- -	17 10 0	J. Parker -	2nd	- - -	- Oct.
Rugby (Elborow's) N.	20 0 0	- -	59 0 0	G. Olorenshaw	4th	L. Kenney -	4th Aug.
						S. Andrews -	1st
Rugby, St. Mat- N. thew's (Infants).	28 0 0	- -	86 0 0	J. Harris -	1st	E. Simpson -	5th ,,
				J. W. Keuning	1st	S. Satchell -	3rd
						A. J. Bennett -	1st

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WARWICKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Shirley - - N.	29 10 0	- -	71 10 0	W. Dodd -	5th	E. Pickering -	5th	Aug.
						E. Guest -	4th	
Stockingford (Infant). N.	14 0 0	- -	41 10 0	- - -	—	M. A. Millard	5th	"
						A. M. Reynolds	2nd	
Sutton Coldfield - R.C.	- -	- -	17 10 0	- - -	—	M. Stanley -	2nd	April
Tysoe - - N.	20 0 0							
Warwick, St. Mary's, (Borough). N.	25 0 0	- -	88 10 0	W. R. Peare -	5th	J. Perkins -	3rd	Aug.
				J. T. Margoschis	2nd	E. Bayliss -	1st	
				H. Motham -	1st			
Worcester (Model) - Diocesan.	23 0 0	25	39 0 0	J. S. Steane -	3rd	- - -	—	"
				J. G. Kimpton	3rd			
Worcester (Training) Diocesan.	25 0 0							
Total - -	809 10 0	145	2,490 0 0					
WESTMORELAND.								
Appleby, St. Laurence. B.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Birthwaite, St. Mary's. N.	16 10 0	- -	23 0 0	E. Craston -	5th	- - -	—	Sept.
Kendal - - N.	15 0 0	- -	101 0 0	W. Walker -	5th	- - -	—	"
				J. Brown -	2nd			
				J. Scott -	2nd			
				J. Tomlinson -	2nd			
				R. Harrison -	2nd			
				W. Machell -	1st			
Kendal, St. George's. - N.	10 0 0	- -	17 10 0	- - -	—	M. E. Washington.	2nd	"
Kendal - - B.	21 10 0	- -	100 10 0	J. Knife - -	5th	- - -	—	June
				D. Sharpe -	5th			
				T. W. Holmes	3rd			
				D. Stables -	3rd			
				J. Jackson -	2nd			
Kendal - - Wes.	15 0 0	- -	- - -	- - -	1st	- - -	—	"
Kendal - - P. U.	- -	- -	10 0 0	J. Shepherd -	4th	- - -	—	July
Strickland, Great N.	16 10 0	- -	22 10 0	W. Brockle-bank.	—	- - -	—	Sept.
Total - -	109 10 0	- -	276 10 0					
WILTSHIRE.								
Alderbury - - Par.	18 0 0	- -	39 0 0	E. Thomas -	4th	- - -	—	Dec.
				W. Osman -	2nd			
Amesbury - - N.	15 0 0	- -	37 10 0	W. Baugham -	2nd	S. Smith -	3rd	Jan.
Ashton - - - N.	11 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Ashton, West - N.	26 0 0	25	108 0 0	J. Newman -	2nd	E. Reese -	3rd	Dec.
						A. M. Woods -	3rd	
						M. Long -	3rd	
						E. Marks -	3rd	
						F. Bailey -	2nd	
Bishopstone, (Faringdon). N.	- -	- -	25 0 0	W. Rumble -	5th	- - -	—	"
Bishopstone (Salisbury). N.	- -	- -	17 10 0	- - -	—	S. Francis -	2nd	Feb.
Bowood, or Buckhill	- -	- -	40 0 0	J. Bartlett -	2nd	A. Simpkin -	4th	Dec.
Bradford - Par.	11 0 0	- -	71 0 0	A. Bale - -	3rd	J. E. Blackler	4th	"
				C. Mansfield -	3rd	E. Gibbs -	4th	
						M. J. Moore -	3rd	
Bradford, Ch. Ch. N.	- -	- -	64 0 0	W. Halliday -	5th	L. E. Mager -	3rd	"
				H. Morle	3rd			
Bramshaw - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	March

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WILTSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Calne (Boys) - N.	21 10 0	- -	39 0 0	E. Thomas -	3rd	- - -		Dec.
				S. Weston -	3rd			
Calne (Middle School). - N.	15 0 0	- -	22 10 0	E. Maundrell -	4th	- - -		"
Calne (Girls) - N.	13 0 0	- -	82 10 0	- - -	—	S. Bailey -	5th	"
						A. Salman -	4th	
						C. Blackford -	4th	
						C. Gough -	2nd	
Castle Combe - N.	12 0 0	- -	83 0 0	W. Brayley -	4th	H. Waliop -	4th	"
				T. Fry -	4th	S. Garlick -	2nd	
Charlton Park - N.	- -	- -	17 10 0	J. Keates -	2nd	- - -	—	March
Cholderton - - Par.	10 0 0	- -	20 0 0	- - -	—	S. Yates -	3rd	Jan.
Christian Malford N	- -	- -	35 0 0	J. Morris -	2nd	J. Bishop -	2nd	"
Coombe Bissett - N.	13 0 0	- -	17 10 0	- - -	—	E. Lucas -	2nd	Dec.
Corsham - - B.	- -	- -	39 0 0	J. E. Stinchcombe.	4th	- - -	—	April
				J. Hulbert -	2nd			
Cricklade - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Deverill, Longbridge N.	15 0 0	- -	17 10 0	P. Smith -	2nd	- - -	—	March
Devizes - - N.	10 0 0	- -	17 10 0	- - -	—	E. Henty -	2nd	Dec.
Devizes, Town School.	18 0 0	- -	34 0 0	H. J. Gale -	2nd	- - -	—	"
				R. Penton -	2nd			
Dilton's Marsh - N.	- -	- -	17 10 0	W. Weston -	2nd	- - -	—	"
Downton - - N.	11 0 0	- -	39 0 0	- - -	—	E. Gauntlett -	4th	"
						E. Bell -	2nd	
Downton - - B.	18 0 0	- -	36 10 0	A. Bailey -	2nd	- - -	—	May
				S. Kendal -	2nd			
Durrington - N.	14 0 0	- -	22 10 0	- - -	—	E. Smith -	4th	Dec.
Erchfont - - N.	- -	- -	35 0 0	R. Wootten -	2nd	H. Snook -	2nd	"
Fisherton-Anger N.	16 10 0	- -	34 0 0	R. R. Baker -	2nd	- - -	—	Feb.
				G. Matcham -	2nd			
Grafton, East - N.	15 0 0	- -	17 10 0	E. Webber -	2nd	- - -	—	Jan.
Highworth and Swindon. P.U.	- -	- -	13 15 0	- - -	—	C. Evans -	4th	Oct.
Hilperton - - N.	- -	- -	22 10 0	N. Walters -	4th	- - -	—	Dec.
Hindon - - N.	16 10 0	- -	17 10 0	E. Maidment -	2nd	- - -	—	March
Knoyle, East - N.	- -	- -	36 10 0	J. Fletcher -	3rd	- - -	—	Jan.
				S. Horlock -	2nd			
Lacock - - - N.	15 0 0	- -	17 10 0	W. Oaksford -	2nd	- - -	—	Dec.
Latton - - - Par.	18 0 0	- -	- - -	- - -	—	- - -	—	March
Maddington - N.	10 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Malmesbury - N.	10 0 0	- -	34 0 0	- - -	—	R. Lewis -	2nd	Jan.
				- - -	—	M. Ponting -	2nd	
Marlborough, St. Mary's. N.	29 10 0	- -	90 10 0	W. Barrington	5th	C. Maten -	5th	Dec.
				W. Palmer -	2nd	E. Furnell -	5th	
Marlborough, St. Peter's. N.	33 0 0	- -	78 0 0	A. Greenaway	5th	M. Gadd -	5th	"
				W. T. Wild -	5th	M. A. Hickman	5th	
Melksham - - N.	26 0 0	- -	45 0 0	J. M. Price -	4th	F. J. Selman -	4th	"
Melksham - - B.	15 0 0	- -	22 10 0	J. Harding -	4th	- - -	—	April
Mere - - - N.	10 0 0	- -	46 10 0	- - -	—	J. Ford -	5th	Dec.
						S. Moors -	4th	
Netheravon - - N.	11 0 0	- -	- - -	- - -	—	- - -	—	"
Nettleton & Burton N.	- -	- -	39 0 0	- - -	—	E. Cole -	4th	"
						S. Stephens -	2nd	
Newton, South N.	10 0 0	- -	- - -	- - -	—	- - -	—	"
Purton - - - N.	- -	- -	42 10 0	G. Ricks -	4th	S. Daniels -	3rd	"
Redlynch - - N.	- -	- -	17 10 0	- - -	—	M. Maidment	2nd	Jan.
Salisbury - - N.	- -	- -	111 10 0	T. Brode -	5th	C. J. Grey -	2nd	Dec.
				G. J. Coombs -	3rd	C. E. Jenkins	2nd	
				J. N. Massey -	3rd			
				E. C. Williams	2nd			
Salisbury, (Model) N.	14 0 0	- -	20 0 0	- - -	—	E. Barrett -	3rd	Jan.
Salisbury, (Training) Diocesan.	16 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Salisbury - Wes.	18 0 0	- -	36 10 0	J. Saunders -	3rd	- - -	—	June
				W. Waller -	2nd			
Sherston - - B.	- -	- -	46 10 0	G. Neal - -	1st	S. Neal - -	2nd	Feb.
				J. S. Woolnough	1st			

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WILTSHIRE—*cont.*								
Stapleford - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	March
Staverton - - N.	- - -	- -	25 0 0	- - -	—	E. Hudd -	5th	„
Steeple Ashton - N.	13 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Swindon, (Great Western Railway's). N.	20 0 0	- -	- - -	W. Martin -	5th	- - -	—	„
				G. R. Braid -	4th			
				R. Huggins -	2nd			
Swindon - - N.	20 0 0	- -	17 10 0	- - -	—	S. Bizley - -	2nd	March
	*a*35 0 0							
Tollard, Royal - -	- - -	- -	15 0 0	- - -	—	E. Hiscock -	1st	Nov.
Trowbridge - - Par.	21 10 0	- -	155 0 0	S. Lakin -	4th	M. Sage -	5th	Dec.
				G. Marks -	4th	M. A. Stokes -	4th	
				F. T. Shepherd	3rd	S. Oborne -	2nd	
				G. Green -	2nd			
				M. J. Drinkwater.	2nd			
Trowbridge, Trinity N.	- - -	- -	46 10 0	- - -	—	M. Stokes -	5th	„
						E. Barnes -	4th	
Trowbridge - - B.	15 0 0	- -	49 10 0	H. Phillips -	2nd	- - -	—	April
				S. Dunn - -	2nd			
				W. Haines -	2nd			
Warminster - N.	47 10 0	- -	137 10 0	W. W. Exten -	4th	E. Ponton -	3rd	Dec.
				W. Curtis -	3rd	E. Greatwood	3rd	
				C. Carter -	3rd	L. Curtis -	4th	
						M. Andrews -	2nd	
Westbury - - N.	14 0 0	- -	96 0 0	I. I. H. Wilkins	4th	E. Dyer -	3rd	„
				J. Vine -	3rd	F. Smith -	3rd	
						E. Cadby -	2nd	
Westbury, (Heywood House). N.	- - -	- -	46 10 0	- - -	—	M. Northeast	5th	„
						M. F. Watts -	4th	
Wilton - - N.	38 0 0	- -	59 0 0	T. Hemmings	2nd	A. Marks -	5th	„
				J. Penny -	2nd			
Winterborne Stoke N.	- - -	- -	20 0 0	- - -	—	S. Furmage -	3rd	„
Total - -	799 0 0	25	2,434 5 0					
WORCESTERSHIRE.								
Alvechurch - - N.	21 10 0	- -	- - -	- - -	—	- - -	—	Nov.
Bengeworth - N.	15 0 0	- -	41 10 0	J. Cole - -	5th	A. Green	1st	Jan.
				T. Sprague -	2nd	(*Honorary*).		
Blockley, Upper - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Bromsgrove - N.	18 0 0	- -	69 0 0	J. Miles -	5th	E. Roberts -	1st	Nov.
				J. Lee - -	3rd			
				W. H. Matthews	1st			
Bromsgrove, (The Lickey). N.	18 0 0	- -	- - -	- - -	—	- - -	—	„
Cradley - - N.	15 0 0	25	- - -	- - -	—	- - -	—	Jan.
Droitwich, St. Peter's. N.	28 10 0	- -	69 0 0	D. Bridge -	1st	M. Humphries	3rd	Oct.
						E. Dixon	3rd	
						S. Dixon	3rd	
Dudley, St. Edmund's. N.	15 0 0	25	52 0 0	G. Underhill -	3rd	- - -	—	April
				M. Bailey -	3rd			
				W. Corcutt -	1st			
Dudley, St. Thomas' N.	10 0 0	- -	36 10 0	J. Edwards -	3rd	- - -	—	„
				A. E. Bryant -	2nd			
Evesham - - N.	16 0 0	- -	20 0 0	- - -	—	E. Taylor -	3rd	Jan
Evesham - - B.	15 0 0	- -	15 0 0	T. J. Woolwin	1st	- - -	—	April
Hagley (Lord Lyttelton's). N.	18 0 0	- -	31 10 0	F. Lane - -	2nd	- - -	—	Nov.
				C. Tandy -	1st			
Halesowen - - N.	15 0 0	- -	22 10 0	E. H. Smith -	4th	- - -	—	Dec.
Kidderminster, St. George's. N.	18 0 0	- -	104 0 0	J. Wilkes -	5th	S. Carradine -	3rd	Nov.
				G. Bennett -	2nd	M. Simpson -	2nd	
				H. G. Teague -	1st			
				T. Farmer -	1st			

a Retiring pensions.

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WORCESTERSHIRE—*cont.*									
Kidderminster, St. Mary's.	N.	30 10 0	- -	29 0 0	A. Taylor H. Potter	1st 1st	- - -	—	Nov.
Malvern Link	B.	10 0 0	- -	- - -	- - -	—	- - -	—	April
Malvern Morris	—	13 0 0	- -	15 0 0	- - -	—	E. Dalley	1st	Oct.
Moseley	N.	20 0 0	- -	34 0 0	- - -	—	S. Hunt M. A. Bladon	2nd 2nd	"
Newbold-on-Stour	N.	10 0 0	- -	22 10 0	- - -	—	A. Rose	4th	July
Offenham	N.	- - -	- -	22 10 0	- - -	—	A. Canning	4th	Nov.
Pershore	N.	29 0 0	- -	72 0 0	C. Beavan	3rd	S. Turner D. Mayo I. Lever	5th 1st 1st	Dec.
Powick	N.	- - -	- -	20 0 0	- - -	—	E. Stevens	3rd	Nov.
Redditch	N.	29 10 0	- -	72 10 0	C. Edmonds W. Wilkes J. Turner R. Yoxall	4th 3rd 2nd 2nd	- - -	—	Dec.
Stourport	N.	20 0 0	- -	51 10 0	H. Payne T. Bury	3rd 2nd	C. Barrett	1st	Nov.
Tenbury	N.	15 0 0	- -	15 0 0	H. Brunt H. Raby (*Honorary*).	1st 1st	- - -		Oct.
Worcester, St. John's.	N.	18 0 0	- -	70 10 0	H. Griffiths G. J. Westbury	2nd 2nd	S. A. Martin M. A. Potter	3rd 2nd	Dec.
Worcester, St. Martin's.	N.	23 0 0	25	70 0 0	B. Hooper C. Millage R. H. Haycox J. Barnes	5th 2nd 2nd 1st	- - -	—	"
Worcester, St. Paul's, (Infant).	N.	10 0 0	- -	22 10 0	- - -	—	F. Arnold	4th	Nov.
Worcester, St. Peter's.	N.	25 0 0	- -	81 0 0	N. Bushell W. Henny	1st 1st	L. Edwards E. Price E. Croft	3rd 3rd 1st	Dec.
Total		491 0 0	75	1,059 10 0					
YORKSHIRE.		£ s. d.	£	£ s. d.					
Ackworth (Girls)	N.	11 0 0	- -	22 10 0	- - -	—	E. Dyson	4th	July
Ackworth, (Lowther's Hospital).	N.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Addingham	N.	15 0 0	- -	34 0 0	J. Holmes J. W. Briggs	3rd 1st	- - -	—	March
Aldborough	N.	16 10 0	- -	42 0 0	R. Horner G. Daglish T. Woodward	1st 1st 1st	- - -	—	June
Aldborough, (Girls)	N.	10 0 0	- -	- - -	- - -	—	- - -	—	"
Allerton	B.	- - -		17 10 0	J. Mercer	2nd	- - -	—	April
Allerton Maulevercr.	R.C.	16 10 0	- -	- - -	- - -	—	- - -	—	July
Almondbury, Central.	N.	28 0 0	- -	82 0 0	J. Matthewman. R. Beaumont J. Crowther	4th 3rd 3rd	A. Sykes	4th	Dec.
Alverthorpe	N.	23 0 0	25	- - -	- - -	—	- - -	—	Aug.
Ardsley	N.	15 0 0	- -	22 10 0	J. Moxon	4th	- - -	—	July
Armitage Bridge	N.	16 10 0	- -	54 0 0	G. Baldwin	1st	H. Crowther P. Davison	4th 2nd	Dec.
Aston	N.	12 0 0	- -	- - -	- - -	—	- - -	—	July
Attercliffe (Boys)	N.	25 0 0	- -	59 10 0	G. Jelf J. Barnsley J. Kennedy	4th 3rd 3rd	- - -	—	Aug.
Attercliffe (Girls)	N.	10 0 0	20	62 10 0	- - -	—	M. Broomhead C. Peech A. M. Owen A. Dunstan	3rd 2nd 1st 1st	"

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Ayton, Great - B.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Balby - - - N.	14 0 0	- -	52 0 0	- - -	—	E. Braithwaite	5th	Aug.
						A. Firth -	1st	
						J. A. Ward -	1st	
Bankfoot - - N.	16 10 0	- -	29 0 0	R. Naylor -	1st	- - -	—	Feb.
				H. Wilkinson	1st			
Barnby Moor - N.	15 0 0	- -	15 0 0	T. Snaith -	1st	- - -	—	May
Barnsley - - N.	- -	- -	57 0 0	G. Hemingway	4th	- - -	—	Aug.
				A. Chappell -	3rd			
				T. Dyson -	2nd			
Barnsley, Holy Rood. R.C.	15 0 0	- -	59 10 0	T. Carr -	5th	- - -	—	July
				D. Walters -	4th			
				C. Regan -	1st			
Barnsley, St. George's. N.	- -	- -	80 0 0	- - -	—	A. Hemingway	5th	Aug.
						E. Harrison -	3rd	
						E. Rix - -	3rd	
						A. E. Green -	3rd	
Barnsley, St. Mary's N.	11 0 0	- -	- - -	- - -	—	- - -	—	July
Barrow - - N.	23 0 0	- -	17 10 0	F. Frost -	2nd	- - -	—	"
Barwick-in-Elmet N.	16 10 0	- -	31 10 0	W. B. Foster -	2nd	- - -	—	April
				T. Todd -	1st			
Batley - - Wes.	10 0 0	- -	46 10 0	D. S. Brearley	2nd	E. Bain - -	1st	Sept.
						L. A. Teale -	1st	
Battyeford, (Boys) N.	18 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Battyeford, (Girls) N.	14 0 0	- -	17 10 0	- - -	—	E. L. Kay -	2nd	"
Bedale - - - N.	10 0 0	- -	64 0 0	W. Kirton -	5th	S. Askey - -	2nd	March
				W. A. Williamson.	4th			
Beverley Minster N.	15 0 0	- -	59 10 0	E. Dickenson -	4th	- - -	—	June
				S. Jenkinson -	3rd			
				T. Tomlinson -	3rd			
Beverley - - Wes.	20 0 0	- -	49 10 0	G. W. Welch -	2nd	- - -	—	July
				G. Scaum -	2nd			
				G. Jenkinson -	2nd			
Beverley, St. Mary's N. and St. Nicholas'.	20 0 0	- -	47 0 0	F. Greensides -	2nd	- - -	—	May
				R. Pearson -	2nd			
				D. Newton -	1st			
Bierley - - - N.	15 0 0	- -	35 0 0	T. Beetham -	3rd	R. Firth -	1st	Jan.
Birstal - - - N.	15 0 0	- -	52 0 0	T. Harker -	4th	- - -	—	"
				J. Spawforth -	2nd			
				T. Yates -	1st			
Bishopthorpe - N.	- -	- -	17 10 0	T. Carbert -	2nd	- - -	—	June
Bolsterstone - N.	15 0 0	- -	17 10 0	J. Sanderson	2nd	- - -	—	July
Boston, Clifford, Wes. and Bramham.	18 0 0	- -	20 0 0	T. Simpson -	3rd	- - -	—	May
Boston Spa - N.	16 10 0	- -	- - -	- - -	—	- - -	—	April
Bowling, St. John's N.	16 10 0	- -	- - -	- - -	—	- - -	—	Jan.
Bradford, Borough, B. West.	21 10 0	- -	73 0 0	J. Child - -	3rd	S. A. Metcalf -	2nd	March
				J. Knowles -	3rd	L. H. Green -	2nd	
Bradford, Ch. Ch. N.	21 10 0	- -	17 10 0	T. H. Ramsden	2nd	- - -	—	Jan.
Bradford, Low Moor N.	- -	- -	78 10 0	H. Walton -	3rd	M. E. Scott -	1st	Feb.
				J. Clarkson -	2nd	M. Harrison -	1st	
				C. Lightowler	1st			
Bradford, Manchester Road, Factory School. N.	39 0 0	- -	222 10 0	G. Gill -	4th	M. E. Otter -	5th	Jan.
				R. H. Williamson.	4th	R. A. Wright -	4th	
				W. P. Crossley	3rd	F. A. Seller -	2nd	
				H. Pawson -	2nd	H. Edge - -	2nd	
				H. Gill - -	1st	R. Cook - -	2nd	
				E. Handforth -	1st	M. Handforth	1st	
						S. Sykes -	1st	
Bradford (Messrs. Walker's). N.	18 0 0	50	129 10 0	M. T. Walker -	5th	E. Kaberry -	4th	"
				W. Bolton -	3rd	S. A. Wilkinson	4th	
				J. Walmsley -	2nd			
				W. Abel -	1st			
				J. Lawson -	1st			
Bradford, New *Leeds.* N.	12 0 0	- -	17 10 0	- - -	—	E. Pybus -	2nd	"

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Bradford, Richmond Terrace. Wes.	15 0 0	- -	29 0 0	R. S. Sheppard F. Townsley	1st 1st	- - -	—	April
Bradford, St. James' N.	10 0 0	- -	78 10 0	E. Fryer - E. Batty -	2nd 2nd	S. A. Wilcock - M. M. T. Boyes E. Batty -	2nd 1st 1st	Jan.
Bradford, St. Jude's N.	31 10 0	- -	51 10 0	J. Davey - J. Hardman -	2nd 2nd	E. Davy -	2nd	"
Bradford, Stott Hill N.	31 10 0	- -	184 0 0	H. Shutt - J. Wiseman J. Kettlewell - E. Stephenson A. Bebbington J. D. Smithies J. Barker -	4th 3rd 2nd 2nd 1st 1st 1st	S. Singleton - J. Gibson - M. J. Shutt - S. Williams -	5th 3rd 2nd 1st	"
Bramley - - N.	16 10 0	- -	51 10 0	E. W. Dixon - G. Fox - -	3rd 1st	H. Barker -	2nd	Sept.
Bramley Wes.	15 0 0	- -	31 10 0	F. A. Turner - T. Heaton -	2nd 1st	- - -	—	April
Brampton Bierlow N.	15 0 0	- -	54 10 0	W. W. Pearson G. T. V. Robinson. O. D. Pearson	4th 3rd 1st	- - -	—	Aug.
Bridlington - - N.	15 0 0	- -	34 0 0	J. Gutherless - T. Macdonald	5th 1st	- - -	—	Jan.
Bridlington, (Infant) N.	10 0 0	- -	- - -	- - -	—	- - -	—	May
Bridlington Quay, Ch. Ch. N.	- -	- -	25 0 0	W. H. Allison	5th	- - -	—	June
Bridlington Quay Wes.	15 0 0	25	30 0 0	J. Watson -	1st	E. Rowntree -	1st	Aug.
Brompton on Swale N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Broughton - - R.C.	20 0 0	- -	20 0 0	M. Riley -	3rd	- - -	—	Aug.
Burley (Leeds) - N.	15 0 0	- -	39 0 0	B. Marshall - W. Fox -	3rd 3rd	- - -	—	Sept.
Burley (Otley) - N.	18 0 0	- -	22 10 0	S. Speight -	4th	- - -	—	Oct.
Burley (Township) B. Day School.	- -	- -	25 0 0	A. C. Hardisty	5th	- - -	—	April
Burythorpe - - N.	18 0 0	- -	20 0 0	M. C. Creyke -	3rd	- - -	—	May
Buslingthorpe - N.	20 0 0	- -	59 0 0	J. Lee - - J. M'Gowan -	4th 1st	M. Chambers -	4th	Sept.
Calverley - - N.	- -	- -	41 10 0	J. Gray - - A. Walton -	5th 2nd	- - -	—	Oct.
Castleford - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	April
Cave, North (Boys) N.	16 10 0	- -	- - -	- - -	—	- - -	—	June
Clayton - - N.	25 0 0	- -	15 0 0	E. Holdsworth	1st	- - -	—	Feb.
Cleckheaton - - N.	- -	- -	64 10 0	J. Roberts - K. Dove - H. Brook - J. Rusling - (*Honorary*).	5th 5th 2nd 1st	- - -	—	Jan.
Coley - - - N.	20 0 0	- -	36 10 0	J. Mallinson - D. Northend -	3rd 2nd	- - -	—	Dec.
Cononley - - N.	- -	- -	17 10 0	W. Pickles -	2nd	- - -	—	Jan.
Cottingham - - N.	15 0 0	- -	54 10 0	W. Green - E. Bushby - J. Herron -	4th 3rd 1st	- - -	—	June
Crayke - - - N.	21 10 0	- -	- - -	- - -	—	- - -	—	April
Croft - - - N.	16 10 0	- -	37 10 0	J. H. Coates -	4th	E. Hobson -	1st	March
Cullingworth - Wes.	- -	- -	64 10 0	W. Northrop - D. Shearwin - I. Waddington	5th 5th 2nd	- - -	—	June
Dallowgill - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Denby Grange - N.	15 0 0	- -	60 0 0	- - -	—	M. J. Mountain M. Cooper - M. Dyson - H. Hoyle -	3rd 1st 1st 1st	July
Denholme Gate - N.	- - -	- -	29 0 0	E. Dobson - Q. Charnock -	1st 1st	- - -	—	Feb.

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YORKSHIRE—*cont.*								
Dewsbury - - N.	23 0 0	- -	108 10 0	R. Stansfield -	5th	- - -	—	Aug.
				H. Kilburn -	4th			
				W. Senior -	3rd			
				G. Owens -	3rd			
				J. H. Atkinson	1st			
				R. Sykes -	1st			
Dodworth (Girls) N.	- -	- -	44 0 0	- - -	—	L. Barraclough	5th	July
						P. Harrison -	3rd	
Dodworth (Town School) N.	- -	- -	22 10 0	C. Mitchell -	4th	- - -	—	"
Doncaster - - N.	39 0 0	- -	170 10 0	H. Birley -	3rd	S. Machin -	5th	Aug.
				T. Goodwin -	3rd	T. Goodwin -	4th	
				J. Gothard -	1st	E. Deighton -	3rd	
						E. Machin -	3rd	
						E. Wheater -	3rd	
						M. Myers -	3rd	
Doncaster - - B.	23 0 0	- -	145 0 0	H. Chapman -	4th	M. E. Pearson -	4th	April
				S. Jackson -	3rd	E. A. Carr -	3rd	
				J. Laister -	2nd	E. Mitchell -	2nd	
						P. Sadler -	2nd	
						D. Gleadall -	2nd	
Doncaster, Ch. Ch. N.	31 10 0	25	132 0 0	H. T. Woodward.	4th	A. E. Bark -	4th	July
						J. Hardgrave -	4th	
				G. Mason -	2nd	M. A. Coates -	3rd	
						M. E. Leach -	3rd	
						S. H Cheetham	1st	
Doncaster, (Great Northern Railway's) N.	27 0 0	- -	65 10 0	E. S. Suttill -	1st	E. Blatchley -	3rd	June
				J. Train -	1st	S. Shaw -	2nd	
Doncaster - R.C.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Driffield - N.	30 0 0	- -	- - -	- - -	—	- - -	—	June
Dringhouses, St. Edward's. N.	18 0 0	- -	15 0 0	D. Preston -	1st	- - -	—	"
Earl's Heaton - N.	16 10 0	- -	31 10 0	W. Sykes -	2nd	- - -	—	Feb.
				S. Atack -	1st			
Eccleshall N.	20 0 0	- -	- - -	- - -	—	- - -	—	July
Eccleshill, High Green B.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Elland - - - N.	32 0 0	- -	83 0 0	S. Thornton -	3rd	S. J. Walker -	5th	Dec.
				J. Harper -	2nd	M. A. Walker -	4th	
Elsecar - - - N.	43 10 0	25	84 0 0	W. Norton -	5th	H. Oxley -	5th	Aug.
						C. Poles - -	2nd	
						E. Wilkinson -	2nd	
Embsay, St. Mary's N.	18 0 0	- -	39 0 0	D. Inman -	5th	- - -	—	Jan.
				J. Phillip -	1st			
Escrick - - N.	16 10 0	- -	59 10 0	W. Piercy -	5th	- - -	—	May
				J. Jackson -	3rd			
				M. Farrah -	2nd			
Farsley - - N.	- - -	- -	44 0 0	W. Popplewell	1st	F. Tetley -	1st	Oct.
				J. V. Roberts -	1st			
Farforth - Wes.	21 10 0	- -	15 0 0	R. Wilkinson	1st	- - -	—	March
Fargrave - - N.	31 0 0	- -	54 0 0	T. Ditchfield -	1st	M. Gittins -	4th	Feb.
						C. Wade - -	2nd	
Filling - - - N.	18 0 0	- -	54 10 0	J. Brown -	4th	- - -	—	April
				M. Sunter -	3rd			
				J. Dove -	1st			
Fomersall, Little - N.	15 0 0	- -	46 10 0	A. Shires -	5th	- - -	—	Jan.
				W. Clough -	4th			
Foole - - Wes.	15 0 0	- -	67 0 0	G. H. Fletcher	5th	E. Raddings -	1st	Dec.
				J. Walker -	1st			
				W. Gooderidge	1st			
Foole, St. John's - N.	15 0 0	- -	20 0 0	E. Deyes -	3rd	- - -	—	May
Frassington - N.	15 0 0	- -	36 10 0	- - -	—	M. A. Harker -	4th	Jan.
						M. Throupe -	1st	
Freetland - Wes.	15 0 0	- -	103 10 0	J. F. Johnstone	4th	- - -	—	Sept.
				W. Hitchin -	4th			
				J. Sugden -	2nd			
				H. A. Johnstone	2nd			
				A. Hitchin -	2nd			
				J. Stephenson	1st			

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Guisborough (Providence). N.	18 0 0	- -	15 0 0	R. F. Earl -	1st	- - -	—	April
Guiseley - - N.	16 10 0	- -	31 10 0	E. Dixon -	2nd	" -	—	Jan.
				J. Jackson -	1st			
Halifax, Copley N. Factory.	37 10 0	- -	155 0 0	J. Stansfield -	4th	A. Foster -	4th	Aug.
				W. H. Wilson	4th	S. A. Broadhead	4th	
				J. Kavanagh -	4th	E. Lomas -	2nd	
				R. Chadwick -	2nd			
				J. Thwaite -	2nd			
Halifax, Haley Hill, N. Shed School	35 0 0	- -	165 0 0	W. Naylor -	4th	H. Ellis - -	4th	Sept.
				J. Bedford -	4th	E. Beetham -	4th	
				F. Nuttall -	4th	M. A. Seed -	4th	
				E. Fearnley -	3rd			
				T. E. Marchant	3rd			
Halifax, Haley Hill, N. Night School.	18 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Halifax, Kingcross, N. St. Paul's.	46 0 0	- -	145 10 0	J. Heron -	4th	M. A. Braithwaite.	4th	Dec.
				J. Swarbreck -	3rd			
				C. Norminton	1st	H. M. Rusforth	1st	
						E. E. Haigh -	1st	
						M. Dugdale -	4th	
						E. Storkey -	3rd	
Halifax (Queen's N. Head).	15 0 0	25	164 10 0	I. Patchett -	4th	H. Richardson	3rd	"
				E. Crossland -	4th			
				J. E. Dewick -	4th			
				B. Sharpe -	3rd			
				S. Snowden -	3rd			
				E. Coates -	2nd			
				F. Battersby -	2nd			
				J. Drake -	1st			
Halifax, South-east, N. Parish Church.	32 0 0	- -	94 0 0	G. Duckworth	3rd	J. E. Stokes	2nd	"
				J. Best - -	2nd	M. A. Farrar -	1st	
				J. Fletcher -	1st	C. Baildon -	1st	
Halifax, St. James', N. Cross Hills.	10 0 0	20	*103 0 0	J. Fielden -	3rd	L. Collingwood	2nd	Oct.
				J. Mitchell -	3rd			
				W. Hadfield -	2nd			
				J. Pincott -	2nd			
				J. Naylor -	2nd			
Halifax, St. James', N. Victoria Street.	24 0 0	- -	137 0 0	- - -	—	S. Holmes -	4th	"
						H. Ingham -	4th	
						H. Baxendale -	3rd	
						B. Lord -	5th	
						R. Hitchen -	3rd	
						H. Ellis - -	2nd	
						S. E. Platts -	2nd	
Halifax, Trinity - N.	- -	- -	17 10 0	- - -	—	M. A. Taylor -	2nd	Nov.
Harewood - - N.	20 0 0	25	15 0 0	W. Thackray -	1st	- - -	—	Oct.
Harrogate, High - N.	- -	- -	42 10 0	G. H. Pullen -	4th	M. Tomlinson	3rd	March
Harrogate, Low, N. St. Mary's.	- -	- -	37 10 0	T. Roberts -	3rd	M. C. Baggett	2nd	April
Hawes - - - N.	- -	- -	20 0 0	J. M. Lister -	3rd	- - -	—	"
Haworth - - N.	25 0 0	- -	126 10 0	J. Robinson -	5th	R. R. Radcliffe	4th	Jan.
				M. Binns -	5th	M. Browne -	2nd	
				J. Redman -	4th			
				G. Feather -	3rd			
Haworth - Wes.	16 10 0	- -	85 10 0	W. Sugden -	4th	- - -	—	May
				J. Shackleton	3rd			
				R. Thornton -	3rd			
				F. Smith -	1st			
				L. Greenwood	1st			
Headingley, Town N.	16 10 0	- -	35 0 0	C. W. Atkinson	2nd	C. A. Haresceugh	2nd	Oct.
Heath - - - Par.	- -	- -	17 10 0	- - -	—	E. Bevitt -	2nd	Aug.
Heeley - - - N.	15 0 0	- -	15 0 0	- - -	—	E. Bradbury -	1st	"
Helmsley - Wes.	15 0 0	- -	17 10 0	B. King - -	2nd	- - -	—	May
Holme - Wes.	- -	- -	15 0 0	C. Tollitt -	1st	- - -	—	April
Holmfirth - Wes.	16 10 0	- -	64 10 0	F. Gutteridge	5th	- - -	—	"
				R. Haigh -	5th			
				J. Marsden -	2nd			

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Horbury - - N.	25 0 0	- -	85 10 0	C. White -	4th	A. Himsworth	4th	Au
				T. Schofield -	3rd	M. Gill - -	4th	
Hornsea - - N.	- -	- -	17 10 0	W. T. Hornsby	2nd	- - -	—	Ju
Horton, Great Wes.	15 0 0	- -	34 0 0	T. Thornton -	2nd	- - -	—	Ap
				A. Wilson -	2nd			
Howden Wes.	15 0 0	25	15 0 0	- - -		E. Laverack -	1st	De
Hoyland - - N.	18 0 0	- -	62 0 0	G. W. Bamford	5th	- - -	—	Au
				H. Hart - -	4th			
				W. Steeple -	2nd			
Hoyland Swaine - N.	15 0 0	- -	17 10 0	J. Ibbotson -	2nd	- - -	—	,,
Huddersfield, Longroyd Bridge. N.	26 0 0	- -	96 0 0	W. Taylor -	4th	M. Thompson	5th	De
				J. Brook - -	2nd	A. Sykes - -	2nd	
				T. Wilkinson -	2nd			
Huddersfield, St. Paul's. N.	27 10 0	- -	122 0 0	J. Blackburn -	4th	E. Arnold -	5th	No
				J. W. Haigh -	2nd	A. Walker -	2nd	
				G. W. Firth -	2nd	H. E. Bairston	1st	
						M. P. Hutchinson	1st	
Huddersfield, Seed Hill, St. Peter's. N.	30 10 0	- -	181 10 0	E. Berry -	4th	H. Brown -	4th	,,
				J. Hepworth -	3rd	E. A. Haigh -	3rd	
				B. Bentley -	1st	M. Crossland -	3rd	
				J. Driver -	1st	A. E. Brierley	2nd	
						J. Brook - -	1st	
						L. Lucas - -	1st	
						E. Haigh -	1st	
Huddersfield, Trinity. N.	30 0 0	- -	88 10 0	J. W. Hirst -	2nd	S. B. Standage	3rd	,,
				J. Pagdin -	2nd	J. Schofield -	3rd	
						A. Thomson -	2nd	
Hull, Canning R.C. Street.	- -	- -	94 0 0	T. McKeever -	1st	M. Barrett -	5th	Au
				M. Durkin -	1st	E. Redding -	1st	
				J. Manley -	1st	B. Conolley -	1st	
Hull, Ch. Ch. - N. (Sculcoats).	26 10 0	- -	150 10 0	F. G. Landon -	5th	E. Hall - -	2nd	Ma
				W. H. Landon	3rd	M. Beilby -	2nd	
				D. H. Meeson	3rd	M. M. Sawyer	1st	
				R. Coverdale -	2nd			
				W. Chaffer -	1st			
				H. T. Landon -	1st			
Hull, Holderness B. Ward.	31 0 0	- -	145 0 0	A. Sharpe -	4th	M. J. Potts -	4th	De
				J. Newham -	4th	E. Dove - -	2nd	
				G. Mumby -	3rd			
				J. Fillingham	3rd			
				J. Dodworth -	1st			
				H. Boyd - -	1st			
Hull, Nautical - -	20 0 0	- -	15 0 0	J. Kay - -	1st	- - -	—	Ma
Hull, Salthouse N. Lane.	36 10 0	- -	91 0 0	J. Kenningham	5th	M. Cockburn -	4th	,,
						A. E. Westoby	2nd	
				W. Linfoot -	1st	E. Denton -	1st	
				J. Dixon - -	1st	(*Honorary*).		
				J. Wright -	1st			
				(*Honorary*).				
				W. B. Warvill	1st			
				(*Honorary*).				
Hull, St. James' - N.	12 0 0	- -	98 0 0	W. Lobley -	3rd	M. F. Harper	3rd	Jur
						M. Sanderson	2nd	
						F. Topham -	2nd	
						I. V. Sharp -	1st	
						E. M. Lewendon	1st	
Hull, St. John's - N.	30 0 0	25	112 0 0	M. Bollinbroke	2nd	A. M. Brown -	3rd	Ma
				R. S. Bradley	1st	M. Beeforth -	2nd	
				W. J. Hardwick	1st	M. Newsom -	2nd	
						J. Escrect -	2nd	
Hull, St. Mark's - N.	16 10 0	- -	83 0 0	W. Winterburn.	4th	- - -	—	Jur
				V. B. Harrison	3rd			
				W. Bee - -	2nd			
				J. White -	1st			
				J. P. Nelson -	1st			

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YORKSHIRE—*cont.*	£	£	£ s. d.					
Hull, St. Stephen's (Collier Street). N.	43 0 0	- -	173 10 0	J. Kilham J. Hutchinson E. Hall	4th 4th 4th	E. Spencer A. Thompson S. A. Thompson H. Butler M. A. Ellis M. E. Biggins	3rd 3rd 3rd 3rd 2nd 2nd	June
Hull, South Myton. Wes.	43 0 0	25	106 10 0	W. Clarke T. C. Rusling W. C. Larder T. K. Holdsworth W. Leo A. Brumley	3rd 3rd 1st 3rd 3rd 2nd	- - -	—	Jan.
Hull, Trinity N.	15 0	- -	- - -	- - -	—	- - -	—	May
Hunmanby - Par.	15 0 0	- -	15 0 0	T. Duggleby	1st	- - -	—	June
Ingrow - N.	10 0 0	- -	75 10 0	R. Towers M. U. Illington	2nd 2nd	J. Gregson M. A. Whitcoak	5th 2nd	Jan.
Keighley - Wes.	- -	- -	80 10 0	W. Duxbury J. Smith	3rd 2nd	- - -	—	May
Keighley - - N.	38 0 0	25	209 10 0	J. Summerscale M. Scott D. Keighley G. E. Dixon W. Ambler A. Kershaw W. Smith W. U. Moore	5th 5th 3rd 3rd 2nd 2nd 1st 1st	S. A. Overend J. Robinson S. Green E. Lord	3rd 2nd 2nd 2nd	Jan.
Kildwick - - N.	15 0 0	- -	29 0 0	G. E. Dodson J. W. Leathley	1st 1st	- - -	—	Jan.
Kirkburton (Boys) N.	- -	- -	40 10 0	C. Hargreaves F. Field S. Broadbent	3rd 2nd 1st	- - -	—	Oct.
Kirkburton (Girls) N.	- -	- -	39 0 0	- - -	—	M. Hayes J. Redfearn	3rd 3rd	"
Kirkby Fleethan - N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Kirkby Malzeard N.	15 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Kirkstall (Infants) N.	10 0 0	- -	31 10 0	- - -	—	H. Reyner C. L. Glover	2nd 1st	Sept.
Kirkstall, St. Stephen's. N.	18 0 0	- -	64 10 0	J. Gaunt F. A. Glover H. Goodyear	5th 4th 3rd	- - -	—	"
Langbaurgh, West Parish. N.	26 10 0	- -	15 0 0	J. T. Thompson	1st	- - -	—	April
Leathley - - N.	18 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Leeds, All Saints' N.	16 10 0	- -	17 10 0	T. Waldron	2nd	- - -	—	Sept.
Leeds, Basinghall Street. B.	10 0 0	- -	15 0 0	- - -	—	M. Laverack	1st	March
Leeds, Ch. Ch. - N.	18 0 0	- -	188 10 0	W. Flint J. Burton A. G. Bleasdale W. R. Oldroyd I. Wilkinson H. Perkins	5th 4th 4th 3rd 2nd 2nd	H. Bell S. Lupton R. Nicolson E. North	5th 3rd 2nd 1st	Sept.
Leeds, Darley Street. Wes.	28 10 0	25	122 0 0	D. Schofield T. England R. Wray	4th 1st 1st	J. Renwick M. J. Young M. Walton A. Metcalfe	4th 4th 2nd 1st	March
Leeds, Little Holbeck (Marshall's Factory). N.	70 0 0 a25 0 0	115	164 0 0	H. Knibbs J. S. Law J. G. White M. Taylor W. H. Appleyard.	1st 1st 1st 1st 1st	E. Fordyce E. Walker A. Boyle A. Conyers E. Scott M. E. Thompson	3rd 3rd 2nd 2nd 1st 1st	Sept.
Leeds, Hunslet - N.	15 0 0	- -	39 0 0	I. C. Bamforth W. A. Stirk	4th 2nd	- - -	—	Oct.
Leeds, Little London, St. Matthew's. N.	30 0 0	- -	93 10 0	F. G. Gowen E. Kay W. W. Smith	3rd 2nd 1st	S. Waite E. Pearson	4th 4th	"

a *Retiring pension.*

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Leeds, Newtown, N. St. Mary's.	16 10 0	- -	109 0 0	F. Peel -	3rd	M. Paul -	4th	Sep
				C. Rider	3rd	M. V. Reynard	4th	
						I. Scott -	1st	
						H. Broadbent	1st	
Leeds, Quarryhill, N. St. Mary's.	25 0 0	- -	132 0 0	E. Hopkinson	4th	M. Mundell -	5th	,,
				R. Dickson -	2nd	S. Lord - -	3rd	
				T. Brown -	2nd	E. Rider - -	3rd	
						M. Rushworth	2nd	
Leeds, St. Andrew's N.	48 0 0	- -	1 25 0 0	I. Harescough	3rd	S. A. Rodgers -	4th	,,
				J. Rawson -	1st	M. Craven -	1st	
						M. A. Squires -	5th	
						A. E. Burrell -	2nd	
						E. V. Lambert	1st	
Leeds, St. George's N.	40 0 0	- -	103 0 0	J. Masterson -	3rd	H. Cook - -	5th	,,
				W. Dawson -	2nd	G. Charnock -	5th	
				S. Jefferson -	2nd	E. Ford - -	3rd	
				W. Cook -	1st	M. Charnock -	2nd	
						H. Broadbent	2nd	
Leeds, St. James' N.	31 0 0	- -	70 10 0	J. Spink - -	4th	M. Hinchcliffe	2nd	Oc
				W. Callum -	1st	S. Stawman -	2nd	
Leeds, St. Patrick's R.C.	- -	- -	83 10 0	J. Costigan -	3rd	L. Ryan -	4th	Ju
				J. Routh -	1st	M. A. Grubb -	1st	
						M. Wall -	1st	
Leeds, St. Paul's - N.	15 0 0	- -	41 10 0	G. D. Scorah -	5th	- - -	—	Sep
				S. Thackrah -	2nd			
Leeds, St. Peter's N.	13 0 0	- -	78 0 0	W. West -	4th	S. A. Stirk -	2nd	Oc
				G. Overton -	4th	E. Spencer -	2nd	
Leeds, St. Philip's N.	26 10 0	25	81 0 0	J. Dear - -	2nd	H. E. Witts -	4th	No
				J. J. Schofield	1st	A. Nettleton -	1st	
						E. Morgan -	1st	
Leeds, St. Saviour's N.	27 0 0	- -	17 10 0	- - -	—	M. J. Jowitt -	2nd	,,
Leeds, School Wes. Street.	27 0 0	- -	85 10 0	G. Clark -	5th	P. Dawson -	3rd	Ma
				W. Quarmby -	5th	S. A. Snowden	2nd	
Leeds, Woodhouse, N. St. Mark's, (Featherhill).	10 0 0	- -	114 0 0	W. Smithies -	5th	M. Spence -	4th	Sep
				W. Leos -	4th	J. Wood -	3rd	
				J. W. Greenwood	1st			
				W. Child -	1st			
Lockwood - - N.	29 0 0	- -	124 10 0	S. Hanson -	4th	E. Crowther -	3rd	No
				G. H. Milnes -	3rd	E. Johnstone -	2nd	
				W. Lodge -	3rd	A. Crowther -	2nd	
				G. A. Bevers -	1st			
Lound - - - N.	- -	- -	25 0 0	J. Davidson -	5th	- - -	—	Au
Malton, New - B.	- -	- -	20 0 0	J. Wallis -	3rd	- - -	—	Ju
Malton, Old - N.	15 0 0	- -	39 0 0	O. Marshall -	5th	- - -	—	M
				W. Humphreys	1st			
Manningham - N.	15 0 0	- -	51 10 0	R. Coates -	3rd	I. Rushworth	2nd	Ja
				E. Rycroft -	1st			
Market Weighton N.	18 0 0	- -	59 10 0	H. Robinson -	4th	- - -	—	Ju
				H. Gardam -	4th			
				H. Mirflu -	2nd			
Marsden - - N.	15 0 0	- -	73 0 0	J. Bannister -	5th	E. Lawton -	2nd	No
				J. M. Bamford	2nd	M. Lawton -	1st	
Masham, Charity -	15 0 0	- -	39 0 0	H. Hammond	4th	- - -	—	Oc
				J. Plews - -	—			
Meltham Church N.	20 0 0	25	- - -	- - -	2nd	- - -	—	De
Meltham Mills - N.	15 0 0	20	31 10 0	- - -	—	M. A. Woodhead	2nd	
						M. A. Woodhouse.	1st	
Middlesboro' on-Tees. - B.	15 0 0	25	51 10 0	F. Jackson -	3rd	- - -	—	M
				T. Bargate	2nd			
Millbridge - - N.	20 0 0	25	15 0 0	J. E. Shires -	1st	- - -	—	Fe
Milne Bridge - N.	18 0 0	- -	25 0 0	W. W. Taylor	5th	- - -	—	De
Morley - - - Wes.	15 0 0	- -	59 10 0	J. T. Hemsworth	4th	- - -	—	Se
				J. A. Hemsworth	3rd			
				I. Richardson	3rd			
Neswick, Bainton N.	12 0 0	- -	15 0 0	- - -	—	H. Fairburn -	1st	Ju
Northallerton - N.	15 0 0	- -	29 0 0	- - -	—	J. Douthwaite	1st	Ma
						M. Tinkler -	1st	

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Oakworth, N.	20 0 0	- -	36 10 0	H. Cousin -	3rd	- - -	—	Feb.
				W. H. Hodgson	2nd			
Oakworth, (Sykes Head). Wes.	18 0 0	- -	52 0 0	J. Baldwin -	3rd	- - -	—	June
				D. Crabtree -	3rd			
				J. Bland -	1st			
Osmotherley - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Otley - - - N.	- -	- -	22 10 0	- - -	—	M. Lawson -	4th	„
Oulton, St. John's N.	12 0 0	- -	15 0 0	- - -	—	S. J. Harrand	1st	Sept.
Owlerton - - N.	10 0 0	- -	25 0 0	- - -	—	S. Barnes -	5th	Oct.
Pitsmoor - - N.	15 0 0	- -	108 10 0	J. Woodhouse	4th	H. Pickering -	5th	Aug.
				S. Alvey -	4th	S. Marsden -	4th	
						E. Best -	3rd	
Pocklington - N.	15 0 0	- -	39 0 0	F. Key - -	3rd	- - -	—	June
				J. Key - -	3rd			
Pocklington - Wes.	16 10 0	- -	57 0 0	J. Dyer -	5th	- - -	—	April
				W. Jackson -	2nd			
				J. H. Kemp -	2nd			
Pollington - - N.	21 10 0	- -	15 0 0	E. Darley -	1st	- - -	—	May
Pontefract - - N.	10 0 0	- -	31 10 0	- - -	—	E. Martin -	2nd	Aug.
						S. E. Haigh -	1st	
Pontefract - Wes.	30 0 0	- -	35 0 0	J. Inman -	2nd	E. A. Turner -	2nd	April
Pontefract - R.C.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Pudsey, Low Town N.	- -	- -	17 10 0	M. Broughton	2nd	- - -	—	Oct.
Rawmarsh, Free Grammar School.	- -	- -	39 0 0	W. Hawley -	5th	- - -	—	July
				J. E. Ross -	1st			
Redhill (Sheffield) Wes.	29 0 0	- -	163 0 0	J. Fox - -	5th	M. Schofield -	5th	Dec.
				J. Hepworth -	2nd	M. Brookfield	4th	
				G. F. Gregory	2nd	S.A.Broomhead	4th	
				J. B. Hayworth	1st			
				A. Clark - -	1st			
				G. Mower -	1st			
Richmond - - N.	21 10 0	- -	31 10 0	G. S. Barker -	2nd	- - -	—	March
				G. Dunn - -	1st			
Richmond, Corporation.	18 0 0	- -	44 0 0	A. Buckle -	4th	- - -	—	„
				W. Adamthwaite.	4th			
Richmond - - Wes.	16 10 0	- -	20 0 0	G. B. Humble	3rd	- - -	—	May
Ripon (Boys) - N.	21 10 0	- -	85 0 0	R. Skelton -	5th	- - -	—	Sept.
				R. Ingram -	5th			
				W. R. Elwood	3rd			
				H. Parker -	3rd			
Ripon (Girls) - N.	14 0 0	- -	49 10 0	- - -	—	J. Abbott -	3rd	„
						E. Womersley	2nd	
						E. Mawson -	1st	
Ripon, Trinity - N.	15 0 0	- -	108 0 0	H. Pickersgill	4th	A. Richardson	2nd	„
				J. Brown -	4th			
				T. Clarke -	3rd			
				H. Myers -	2nd			
				H. Groves -	1st			
Ripon - - - Wes	- -	- -	46 10 0	F. Blackburn -	5th	- - -	—	May
				G. Severs -	4th			
Ripponden - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Roecliffe - - N.	16 10 0	- -	25 0 0	J. Potter -	5th	- - -	—	June
Roos (Boys) - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	„
Roos (Girls) - - N.	15 0 0	- -	17 10 0	- - -	—	A. Pybus -	2nd	„
Rotherham - - N.	28 0 0	25	129 10 0	G. Parkes -	4th	M.A.Braithwaite	4th	Aug.
				H. Evans -	4th	M. Bilbrough	2nd	
				R. Smith -	4th	A. Davies -	1st	
						L. Bennett -	1st	
Rotherham and Masborough. B.	15 0 0	- -	31 10 0	J. S. Ward -	2nd	- - -	—	Feb.
				J. Webb - -	1st			
Rotherham, Park Gate. N.	- -	- -	49 0 0	H. Burgum -	5th	- - -	—	Aug.
				J. Dobson -	5th			
Scarborough - N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Scissett - - N.	- -	- -	20 0 0	J. Poole -	3rd	- - -	—	Aug.
Seacroft - - N.	- -	- -	15 0 0	A. Burton -	1st	- - -	—	Sept.
Sedbergh - - B.	- -	- -	61 10 0	S. Cumming -	5th	J. Ridding -	3rd	May
						H. M. Sykes -	2nd	

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Selby, Grey Coat -	10 0 0	- -	- - -	- - -	—	- - -	—	April
Selby - - - Wes.	- -	- -	75 0 0	W. Boulter -	3rd	- - -	—	June
				T. Whitfield -	3rd			
				W. Whitehead	3rd			
				J. Killingbeck	3rd			
Settle - - - N.	15 0 0	- -	15 0 0	J. Jackman -	1st	- - -	—	Feb
Settrington - N.	15 0 0	- -	17 10 0	J. Weatherill	2nd	- - -	—	Jun
Sheffield, Central N.	30 0 0	- -	210 0 0	J. Marshall -	4th	H. Gelsthorpe	3rd	Aug
				J. Turner -	4th	E. A. Wiggles-worth.	2nd	
				W. Hague -	2nd			
				W. Smith -	2nd	S. A. Wood-house.	2nd	
				G. B. Harrop -	2nd			
				E. Parkes -	1st	E. A. S. Har-rison.	2nd	
				T. G. Shuttle-worth	1st			
						M. A. Bamford	1st	
						M. Wiggles-worth	1st	
Sheffield, Parish Church. N.	13 0 0	- -	64 10 0	G. Moore -	2nd	A. E. Ellison -	2nd	"
						E. Hyde - -	2nd	
						J. Ironside -	1st	
Sheffield Park - Wes.	31 10 0	- -	122 0 0	C. Mayor -	3rd	E. Brooksbank	5th	Dec
				A. Fairest -	3rd	H. Taylor -	2nd	
				W. Bennett -	1st	H. Shearstone	2nd	
				T. Allen - -	1st			
Sheffield, St. George's. - N.	39 0 0	25	295 0 0	F. Groves -	3rd	A. E. Stowe	3rd	Aug
				F. Needham -	3rd	M.A.Dickenson	3rd	
				J. Epworth -	3rd	E. Simpson -	3rd	
				G. H. Appleby	2nd	S. E. Dyson -	3rd	
				E. I. Lee -	2nd	M. H. Ward -	2nd	
				W. F. Bartle -	1st	L. I. Turner -	2nd	
						E. Bottom -	1st	
						A. E. White-head	4th	
						J. E. Shaw -	4th	
						E. Brown -	2nd	
						S. Stevens -	2nd	
Sheffield, St. Mary's N.	27 0 0	45	230 0 0	C. Wright -	5th	C. Atkin -	5th	"
				W. Hutchinson	4th	L. Guest -	5th	
				E. Francis -	1st	E. Cook -	4th	
				A. F. Reddecliff	1st	E. H. Batchelor	3rd	
				E. Creswick -	1st	M. A. Dicken-son.	2nd	
						J. Marshall -	2nd	
						E. G. Wilson -	1st	
						E. Hickman -	1st	
Sheffield, St. Paul's N.	32 0 0	- -	40 0 0	W. Redfern -	2nd	C. Murlin -	4th	"
Sheffield, St. Philip's N.	a16 0 0	- -	- - -	- - -	—	- - -	—	"
Sheffield, St. Vincent de Paul. R.C.	11 0 0	- -	137 10 0	M. Delany -	2nd	E. A. Walsh -	4th	"
				E. Biggin -	1st	C. Bell - -	4th	
				G. Storey -	1st	C. M'Carrick -	3rd	
						P. Hughes -	2nd	
						A. Lee - -	2nd	
Sheffield, Surrey Street. R.C.	20 0 0	- -	131 10 0	J. Gallaghan -	5th	M. Dignam -	4th	July
				N.A.M'Connell	4th	A. Rooney -	4th	
				J. M. Dempsey	4th	A. Gilfoy -	4th	
Sheriff Hutton - Wes.	15 0 0	- -	17 10 0	J. Mattson -	2nd	- - -	—	May
Shipton - - N.	15 0 0	- -	15 0 0	R. Baker -	1st	- - -	—	Apr
Silkstone (Girls) - N.	12 0 0	- -	- - -	- - -	—	- - -	—	Aug
Silkstone (Boys) - N.	- -	- -	15 0 0	N. Haigh -	1st	- - -	—	"
Silsden - - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	Feb
Silsden - - - Wes.	15 0 0	- -	29 0 0	W. Lee - -	1st	- - -	—	Apr
				J. Lee - -	1st			
Skipton - - N.	15 0 0	- -	39 0 0	J. Grandige -	3rd	- - -	—	Jan
				J. Smith -	3rd			
Skipton - - B.	15 0 0	- -	75 0 0	E. Calvert -	4th	- - -	—	Ma
				M. Ackernley -	3rd			
				T. Holmes -	3rd			
				A. Barnes -	2nd			

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YORKSHIRE—*cont.*	£	*s.*	*d.*	£		£	*s.*	*d.*					
Skipton - - Wes.	-	-	-	-	-	35	0	0	T. Emmott -	2nd	E. Crump -	2nd	June
Slaithwaite, Lower N.	-	-	-	-	-	75	0	0	W. E. Carter -	4th	- - -	—	Nov.
									D. Bamforth -	3rd			
									E. Cotton -	3rd			
									W. V. Quarmby	2nd			
Sledmere - - N.	18	0	0	-	-	-	-	-	- - -	—	- - -	—	June
Snaith - - Wes.	15	0	0	-	-	39	0	0	J. Beevor -	4th	- - -	—	Dec.
									W. L. Roberts	2nd			
Sowerby Bridge Wes.	15	0	0	-	-	83	0	0	S. Haigh -	3rd	- - -	—	Sept.
									J. Holme -	2nd			
									J. Stillings -	2nd			
									I. Mackrell -	2nd			
									W. H. Radcliffe	2nd			
Sowerby, St. George's. - N.	15	0	0	-	-	72	0	0	J. Clay -	4th	E. Walton -	3rd	Dec.
									J. Bamford -	2nd			
									A. Ainley -	1st			
Spofforth - - N.	-	-	-	-	-	20	0	0	G. Linfoot -	3rd	- - -	—	April
Stanley, St. Peter's N.	-	-	-	-	-	45	0	0	S. Audsley -	4th	C. Pape -	4th	Aug.
Staveley - - N.	16	10	0	-	-	17	10	0	A. Ford -	2nd	- - -	—	Sept.
Stillington - - Wes.	15	0	0	-	-	15	0	0	J. Wright -	1st	- - -	—	May
Sutton - - - B.	16	0	0	-	-	-	-	-	- - -	—	- - -	—	Dec.
Swinton - - N.	15	0	0	-	-	-	-	-	- - -	—	- - -	—	April
Tanfield, West - N.	20	0	0	-	-	22	10	0	J. Boynton -	4th	- - -	—	"
Tankersley - - N.	15	0	0	-	-	42	10	0	T. Foster -	5th	E. Hoyland -	2nd	July
Thirsk - - - B.	28	0	0	-	-	69	10	0	J. Hall -	3rd	R. Richardson	2nd	June
									J. Skilbeck -	3rd			
									W. Jackson -	1st			
Thorner - - N.	11	0	0	-	-	-	-	-	- - -	—	- - -	—	Aug.
Thornes - - N.	23	0	0	-	-	15	0	0	H. Nobles -	1st	- - -	—	"
Thornes, Westgate Common. N.	15	0	0	-	-	22	10	0	W. Cookson -	4th	- - -	—	"
Thurstonland N.	20	0	0	-	-	36	10	0	A. Hirst -	3rd	- - -	—	Nov.
	*a*20	0	0						W. Priest -	2nd			
Wadsley - - N.	25	0	0	-	-	61	10	0	A. Bell -	4th	K. Chapman -	3rd	Aug.
											M. Smith -	3rd	
Wadworth - - N.	15	0	0	-	-	-	-	-	- - -	—	- - -	—	March
Wakefield, All Saints'. N.	28	0	0	-	-	83	0	0	T. Woodhead -	5th	A. Bancroft -	5th	Aug.
									E. B. Roberts	1st	M. Parkinson	3rd	
Wakefield, Trinity N.	32	0	0	-	-	70	10	0	E. H. Johnson	2nd	J. Burrell -	4th	"
									C. Taylor -	2nd	M. Richards -	1st	
Walton - - - N.	15	0	0	-	-	17	10	0	J. Powell -	2nd	- - -	—	May
Wansford, Great - N.	15	0	0	-	-	-	-	-	- - -	—	- - -	—	June
Warmsworth - N.	15	0	0	-	-	-	-	-	- - -	—	- - -	—	Aug.
Welburn - - N.	16	10	0	-	-	17	10	0	G. Stabler -	2nd	- - -	—	May
Welton - - N.	16	10	0	-	-	-	-	-	- - -	—	- - -	—	June
Wentworth - - N.	23	0	0	-	-	85	10	0	- - -	—	L. Jackson -	3rd	Aug.
											E. Crawshaw -	2nd	
											L. Frost -	5th	
											S. A. Turner -	5th	
Weston - - N.	10	0	0	-	-	60	0	0	- - -	—	E. Grayson -	3rd	"
											E. Marshall -	1st	
											E. Dale - -	1st	
											E. Kenworthy	1st	
Wetherby - Wes.	15	0	0	25		25	0	0	J. Hogg -	5th	- - -	—	June
Whiston - - N.	15	0	0	-	-	23	0	0	J. Rose -	5th	- - -	—	Aug.
Whitby - - N.	15	0	0	-	-	93	10	0	J. H. Kingstone	3rd	S. A. Law -	3rd	June
									H. Chambers -	3rd	M. A. Cornforth	3rd	
									J. W. Ellison -	2nd			
Whitby - - B.	16	10	0	-	-	72	10	0	W. Jefferson -	4th	- - -	—	May
									G. Kidd - -	3rd			
									W. Robinson -	3rd			
									W. Barff -	1st			
Whitby - Wes.	26	10	0	-	-	63	0	0	R. Horne -	2nd	A. Brain -	2nd	"
									R. Pennock -	1st	C. Kinnersley	1st	
Whixley - - N.	25	0	0	-	-	15	0	0	W. Potter -	1st	- - -	—	April

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.					
Wicker, Trinity - N.	30 0 0	- -	143 0 0	J. Marsh -	5th	E. Grayson -	2nd	Aug.
				G. Bee - -	2nd	S. A. Warburton.	2nd	
				W. Hill - -	2nd			
				H. Cooper -	1st	S. A. Hibberd	1st	
						C. Stevenson	1st	
						S. A. Brown -	1st	
Wighill - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Woodhouse, Ch. N. Ch., Huddersfield.	25 0 0	- -	54 0 0	J. Firth - -	2nd	M.E.Blackburn	3rd	Nov.
				J. Hudson -	2nd			
Woodside, Horsforth. N.	15 0 0	- -	47 0 0	E. Toulson -	2nd	- - -	—	Oct.
				J. H. Thompson	2nd			
				C. Witham -	1st			
Wortley, New - N.	15 0 0	- -	39 0 0	J. Burras -	3rd	- - -	—	"
				J. Tayler -	3rd			
Wortley, near Sheffield. N.	15 0 0	- -	41 10 0	T. B. Alcock -	5th	- - -	—	July
				J. W. Marsh -	2nd			
Wortley, New, (Zion) B.	- -	- -	70 0 0	T. Gaines -	3rd	- - -	—	Feb.
				D. Sykes -	3rd			
				J. C. Hope -	2nd			
				J. C. Schoon -	2nd			
Wyke - - - N.	- -	- -	52 0 0	J. Briggs -	4th	- - -	—	"
				J. Briggs -	2nd			
				S. Kershaw -	1st			
Wykeham - - N.	18 0 0	- -	15 0 0	J. Jones -	1st	- - -	—	June
Yeadon - - N.	- -	- -	25 0 0	R. Peat - -	5th	- - -	—	Sept.
Yeadon, Upper - N.	- -	- -	15 0 0	- - -	—	H. Farrar -	1st	"
York, Albion Wes. Street.	15 0 0	- -	34 0 0	H. Coupland -	3rd	- - -	—	May
				J. Rushy -	1st			
York, Aldwark N. Street.	12 0 0	20	44 10 0	- - -	—	S. Tomlinson -	2nd	June
						E. Wentworth	1st	
						E. J. Kidd -	1st	
York, Bishopgate N. Street.	13 0 0	- -	85 10 0	- - -	—	R. Bellerby -	5th	"
						E. J. Hornshaw	4th	
						A. Brammont (*Honorary*).	1st	
						E. Bellerby -	3rd	
						E. Todd - -	3rd	
						S. J. Kidd - (*Honorary*).	1st	
York, Bishophill - B.	10 0 0	- -	31 10 0	- - -	—	E. Noble -	2nd	May
						M. Fawcett -	1st	
York, Groves - N.	10 0 0	- -	- - -	- - -	—	- - -	—	"
York, Hope Street B.	38 0 0	- -	93 0 0	W. Leatham -	5th	- - -	—	"
				T. L. Pearson -	3rd			
				F. F. Nicholson.	3rd			
				W. Bowser -	2nd			
				T. Lawson -	2nd			
York and Ripon, Diocesan Training.	71 0 0	- -	- - -	- - -	—	- - -	—	Jan.
York and Ripon, Diocesan Practising.	- -	- -	41 10 0	J. Walker -	5th	- - -	—	March
				R. P. Benson -	2nd			
York and Ripon, Female Practising.	13 0 0	- -	- - -	- - -	—	- - -	—	"
York, Manor - N.	20 0 0	25	75 0 0	C. Pullon -	4th	- - -	—	May
				G. Ridsdale -	4th			
				A. Bullivant -	3rd			
				T. Mawson -	1st			
York, St. Cuthbert's. N.	15 0 0	25	31 10 0	G. Wolstenholme.	2nd	- - -	—	June
				J. Bosomworth	1st			
York, St. George's - N.	a20 0 0	- -	61 10 0	J. Pashley -	4th	M. Watson -	3rd	May
				W. Metcalfe -	3rd			
York, St. Mary's R.C. (Boys).	15 0 0	- -	72 10 0	W. Slater -	3rd	- - -	—	Aug.
				T. Gray - -	3rd			
				W. Cahill -	3rd			
				T. Love - -	2nd			

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
York, St. Mary's R.C. (Girls).	11 0 0	- -	67 10 0	- - -	—	J. Bean -	4th	Aug.
						F. Wood - -	2nd	
						J. Slater - -	2nd	
						J. M. Lee -	1st	
York, Trinity, N. Micklegate (Boys).	15 0 0	- -	49 0 0	F. B. Noble -	5th	- - -	—	June
				N. J. Somerset	5th			
York, Micklegate N. (Girls).	12 0 0	- -	75 0 0	- - -	—	A. E. Weatherill	5th	"
						L. F. Holroyd	3rd	
						M. A. Townend	2nd	
						E. Zachariah -	2nd	
York, Walmgate - N.	25 0 0	- -	91 0 0	W. Dewse -	1st	M. Catlin -	5th	"
				W. Crundell -	1st	S. Nowell -	5th	
						A. Thistlethwaite.	1st	
Total - -	5,234 0 0	790	16,162 0 0					

WALES.

ANGLESEY.								
Amlwch - - N.	18 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Cemaes - - B.	- -	- -	41 10 0	H. Jones -	4th	- - -	—	Aug.
				H. Edmonds -	3rd			
Holyhead - - N.	20 0 0	- -	31 10 0	W. Hughes -	2nd	- - -	—	May
				R. Lewis -	1st			
Holyhead - - B.	16 10 0	- -	125 0 0	D. Hughes -	5th	E. Hughes -	1st	Aug.
				W. Evans -	2nd	E. Hughes -	1st	
				T. Williams -	2nd	C. Thomas -	1st	
				R. Rowlands -	1st			
				W. Hughes, -	1st			
Llanbadrig - - N.	- -	- -	22 10 0	O. Hughes -	4th	- - -	—	May
Llanddensant - N.	20 0 0	- -	- - -	- - -	—	- - -	—	"
Llangefni - - N.	16 10 0	- -	39 0 0	R. Jones -	3rd	- - -	—	"
				R. Owen -	3rd			
Llangefni - - B.	20 0 0	- -	67 0 0	W. Thomas -	5th	- - -	—	Aug.
				W. Williams -	4th			
				H. Parry -	4th			
Llanrhyddlad - B.	- -	- -	31 10 0	W. Hughes -	2nd	- - -	—	"
				T. Hughes -	1st			
Rhosybol - B.	15 0 0	- -	39 0 0	H. Jones -	5th	- - -	—	"
				T. Jones -	3rd			
Total -	126 0 0	- -	402 0 0					
BRECKNOCKSHIRE.								
Abercrave - - N.	16 10 0	- -	17 10 0	J. Watkins -	2nd	- - -	—	July
Brecon, St. John's N.	21 10 0	- -	25 0 0	W. Griffiths -	5th	- - -	—	"
Brecon, St. Mary's N.	- -	- -	47 0 0	- - -	—	M. Price -	2nd	"
						A. Brown -	2nd	
						E. Ready -	1st	
Brynmaur - - B.	23 0 0	- -	36 10 0	R. T. Reynolds	4th	- - -	—	Aug.
				B. Ellis - -	1st			
Hay - - - N.	15 0 0	- -	34 0 0	J. Phillips -	2nd	- - -	—	July
				W. Wootton -	2nd			
Total - -	76 0 0	- -	160 0 0					

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CARDIGANSHIRE.								
Cardigan, St. Mary's. N.	16 10 0	- -	54 0 0	D. Jones -	1st	A. Watkins -	5th	July
				C. G. Roberts -	1st			
Lampeter, Port Stephen. N.	18 0 0	- -	- - -	- - -	—	- - -	—	"
Llandyssil - - N.	- -	- -	20 0 0	J. Evans -	3rd	- - -	—	"
Llangoedmore - N.	15 0 0	- -	20 0 0	E. Johnson -	3rd	- - -	—	"
New Quay - - B.	- -	- -	39 0 0	E. Jones -	3rd	- - -	—	Aug.
				W. Patrick -	3rd			
Penllwyn - - B.	- -	- -	29 0 0	J. Rees - -	1st	- - -	—	"
				J. Jones - -	1st			
Pen-y-Parke - - N.	16 10 0	- -	44 0 0	J. Williams -	4th	J. James - -	2nd	July
				J. Thomas -	4th	(*Honorary*).		
Total - -	66 0 0	- -	206 0 0					
CAERMARTHENSHIRE.								
Abergwili - N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Caermarthen, Training.	25 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Caermarthen - N.	20 0 0	- -	39 0 0	D. Phillips -	3rd	- - -	—	March
				W. Jones -	3rd			
Caermarthen (Lancasterian).	28 10 0	- -	200 0 0	W. Harris -	5th	E. Evans -	5th	Aug.
				W. Phillips -	5th	A. Bush -	5th	
				W. Rees -	5th	M. Wigley -	5th	
				J. Jones -	5th	M. Evans -	1st	
Cwmamman - N.	18 0 0	- -	15 0 0	T. Camber -	1st	- - -	—	April
Dafen, Tin Works N.	15 0 0	- -	59 10 0	J. Morris -	4th	- - -	—	March
				R. Davies -	4th			
				D. Griffiths -	2nd			
Ferryside, St. Thomas'. N.	15 0 0	- -	20 0 0	T. E. J. Spence	3rd	- - -	—	April
Llandovery - - N.	15 0 0	- -	59 0 0	T. Theophilus	2nd	E. Howell -	5th	March
				J. James - -	2nd			
Llandovery - - B.	- -	- -	54 0 0	W. Davies -	1st	A. M. Davis -	5th	Aug.
				A. Evans -	1st			
Llanelly - - B.	25 0 0	- -	96 10 0	J. Morgan -	3rd	E. Morris -	2nd	"
				T. Phillips -	2nd	M. Morris -	2nd	
				W. R. Sheppard	1st	M. A. Coghlan	1st	
Llanelly, Copper Works. - B.	20 0 0	- -	88 10 0	R. Morgan -	5th	M. Sheppard -	4th	"
				W. Jones -	1st	E. Thomas -	1st	
				J. Thomas -	1st			
Llangenech - - N.	10 0 0	- -	41 10 0	A. John -	5th	- - -	—	March
				H. Thomas -	2nd			
Llannon - N.	15 0 0	- -	17 10 0	W. Ungood -	2nd	- - -	—	April
Llanvihangel-Aberbythic. N.	16 10 0	- -	22 10 0	J. Jones -	4th	- - -	—	March
Newcastle-Emlyn N.	- -	- -	17 10 0	T. Griffiths -	2nd	- - -	—	April
Pembrey, Copper Works. B.	16 10 0	- -	- - -			- - -	—	Aug.
Total - -	254 10 0	- -	790 10 0					
CAERNARVONSHIRE.								
Bangor - - - B.	30 0 0	- -	112 0 0	J. Roberts -	2nd	M. Griffiths -	2nd	"
				W. Jones -	2nd	E. Jones -	2nd	
				R. Rowlands -	2nd	J. Roberts -	2nd	
				H. S. Hughes	1st			
Beddgelert - - B.	15 0 0	- -	23 0 0	J. Roberts -	5th	- - -	—	"
Bethesda - - B.	16 10 0	- -	52 0 0	J. Jones -	3rd	- - -	—	"
				T. Hughes -	3rd			
				W. Thomas -	1st			
Bodfeirig - - N.	18 0 0	- -	15 0 0	T. Jones	1st	- - -	—	May

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CAERNARVONSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Caernarvon (Model) N.	- - -	- -	232 0 0	R. Jones -	5th	M. George -	5th	May
				J. Roberts -	4th	G. Rowland -	5th	
				W. Jones -	3rd	C. Griffiths -	5th	
				J. Thomas -	2nd	R. George -	3rd	
				R. Grindley -	2nd	M. E. Jones -	2nd	
				R. Patrick -	2nd			
				W. J. Jones -	2nd			
Conway - - N.	31 0 0	- -	109 10 0	J. J. Davies -	2nd	J. Edwards -	2nd	,,
	a20 0 0			W. Williams -	1st	J. Roberts -	2nd	
				H. Hughes -	1st	M. A. Roberts	2nd	
						C. Jones -	2nd	
Dolbadarn - - B.	15 0 0	- -	15 0 0	D. Curry -	1st	- - -	—	July
Glanogwen - - N.	16 10 0	- -	15 0 0	E. Williams -	1st	- - -	—	May
Llandudno - - N.	-	- -	42 10 0	H. Williams -	2nd	M. Jones -	5th	Dec.
Llandwrog - - N.	15 0 0	- -	15 0 0	E. Thomas -	1st	- - -	—	,,
Llaniestyn - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Llanllechid - - N.	15 0 0	- -	31 10 0	R. Thomas -	2nd	- - -	—	,,
				H. Jones -	1st			
Llanystumdwy - N.	16 10 0	- -	- - -	- - -	—	- - -	—	,,
Pwlheli - - N.	15 0 0	- -	17 10 0	E. Andrews -	2nd	- - -	—	,,
Tyn Twi - - N	20 0 0	- -	60 10 0	W. Lloyd -	2nd	E. Williams -	1st	,,
				G. Jones -	1st	E. Williams -	1st	
Waenfawr - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Total - -	278 10 0	- -	742 10 0					
DENBIGHSHIRE.								
Abergele - - N.	-	- -	22 10 0	R. Thomas -	4th	- - -	—	Nov.
Brynbo, Charity	33 0 0	- -	- - -	- - -	—	- - -	—	,,
Chirk - - - B.	-	- -	39 0 0	R. T. Moses -	3rd	- - -	—	Aug.
				W. Richards -	3rd			
Denbigh - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Denbigh - - B.	15 0 0	- -	103 10 0	W. Wynne -	5th	J. Hughes -	5th	Aug.
				J. J. Paul -	3rd	M. Davies -	3rd	
				J. Roberts -	2nd			
Eglwysfach - - N.	-	- -	15 0 0	- - -	—	C. Edwards -	1st	Nov.
Gwersylt - - N.	-	- -	20 0 0	G. Windsor -	3rd	- - -	—	,,
Llandyrnog - - N.	-	- -	39 0 0	J. Jones -	5th	- - -	—	,,
				R. Ellis -	1st			
Llanferres - - N.	-	- -	25 0 0	J. Harvey -	5th	- - -	—	,,
Llangedwin - - N.	16 10 0	- -	15 0 0	W. Vaughan -	1st	- - -	—	Dec.
Llangollen - - N.	16 10 0	- -	29 0 0	J. Williams -	1st	- - -	—	Nov.
				P. Davies -	1st			
Llangollen - - B.	15 0 0	- -	71 10 0	E. Jones -	5th	S. J. Lloyd -	5th	Aug.
				J. Clarke -	4th			
Llanrwst - - N.	15 0 0	- -	41 10 0	J. Edwards -	4th	- - -	—	Nov.
				D. Williams -	3rd			
Llanrwst - - B.	16 10 0	- -	41 10 0	M. Williams -	4th	- - -	—	Aug.
				R. Davies -	3rd			
Llansaintfraid Glan, Conway. N.	15 0 0	- -	20 0 0	T. E. Ellis -	3rd	- - -	—	Nov.
Minera, Endowed School —	-	- -	35 0 0	S. Price -	2nd	M. Jones -	2nd	,,
Rhos-Llanerchrugog N.	16 10 0	- -	22 10 0	W. Jones -	4th	- - -	—	,,
Ruabon - - N.	15 0 0	- -	22 10 0	T. Baker -	4th	- - -	—	,,
Ruthin - - - N.	-	- -	15 0 0	J. Humphreys	1st	- - -	—	,,
Ruthin - - B.	-	- -	75 0 0	G. Griffiths -	4th	- - -	—	July
				J. Maysmor -	3rd			
				H. Jones -	3rd			
				E. Griffiths -	2nd			
Wrexham, Brook Street. B.	16 10 0	- -	59 0 0	R. Evans -	3rd	J. Jones -	3rd	Aug.
				J. Jones -	3rd			
Total - -	210 10 0	- -	711 10 0					

a **Retiring pension.**

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	£ s. d.	£	£ s. d.					
FLINTSHIRE.								
Asaph, St. - - N.	15 0 0	- -	25 0 0	J. Robinson -	5th	- - -	—	Jan.
Bagillt - - - N.	- -	- -	54 0 0	J. W. Roberts -	3rd	P. Jones -	2nd	"
				J. Jones - -	2nd			
Buckley, St. Matthew's. N.	44 0 0	- -	57 10 0	S. Hewitt -	1st	A. Holbecke -	4th	"
						M. Swetenham	3rd	
Flint - - - N.	20 0 0	- -	73 0 0	E. Thomas -	2nd	M. A. Hughes	4th	"
				C. Mortimer -	1st	A. F. Strong -	3rd	
Holywell - - N.	21 10 0	- -	59 0 0	T. Jones -	2nd	M. Ellis -	5th	"
						E. Williams -	2nd	
Lixwm - - - B.	20 0 0	- -	34 0 0	E. Edwards -	2nd	- - -	—	Aug.
				R. Jones -	2nd			
Mold - - - N.	25 0 0	- -	100 10 0	J. Davies -	5th	E. Jones -	1st	Jan.
				S. Matthias -	5th	E. Roberts -	3rd	
						E. Jones -	2nd	
Mold - - - B.	15 0 0	- -	54 0 0	E. Williams -	3rd	S. Roberts -	2nd	July
				W. Jones -	2nd			
Mostyn - - - N.	- -	- -	25 0 0	- - -	—	E. Roberts -	5th	Jan.
Rhuddlan - - N.	30 10 0	- -	66 10 0	J. Davies -	4th	E. Hughes -	4th	"
				W. Jones -	4th			
Whitford - N.	16 10 0	- -	44 0 0	J. Parry -	4th	- - -	—	"
				J. Holland -	4th			
Total - -	207 10 0	- -	592 10 0					
GLAMORGANSHIRE.								
Aberdare (Town)- N.	10 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Aberdare - - B.	- -	- -	34 0 0	J. Rees -	2nd	- - -	—	Aug.
				J. Giles -	2nd			
Bride's, St., Major N.	15 0 0	- -	49 0 0	R. Hayden -	2nd	G. Pearce -	2nd	Feb.
				F. Brooks -	1st			
Bridgend - - N.	10 0 0	- -	23 10 0	- - -	—	E. Jenkins -	4th	"
Cadoxton-*juxta*-Neath. N.	15 0 0	- -	66 10 0	W. King -	4th	A. Rees - -	4th	Feb.
				G. Sims -	4th			
Cardiff, St. Mary's -N.	25 0 0	- -	99 0 0	F. Goyne -	3rd	M. Morgan -	4th	March
				H. Jeffries -	1st	E. Staurenghi	2nd	
				J. Porter -	1st	M. Richards -	1st	
Cardiff, St. Mellon's N.	15 0 0							
Cardiff - - Wes.	29 0 0	- -	86 0 0	W. Verity -	3rd	M. A. Kerr -	3rd	July
				T. C. Shelper -	2nd	M. A. Matthews	2nd	
				R. Knapman -	1st			
Cowbridge and Llanblethian - N.	16 10 0	- -	- - -	- - -	—	- - -	—	March
Cyfarthfa - - N.	15 0 0	- -	23 10 0	T. Powell -	4th	- - -	—	Feb.
Dowlais (Sir John Guest's). -	43 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Gellygaer, Endowed -	- -	- -	34 0 0	- - -	—	A. Rowlands -	2nd	March
						C. Evans -	2nd	
Haford, (Copper Works).	- -	- -	155 10 0	W. Hogg -	3rd	E. P. Finlay -	3rd	Aug.
				J. Davies -	3rd	M. A. Finlay -	3rd	
				D. John -	1st	S. Thomas -	3rd	
				W. Thomas -	1st	E. Richards -	3rd	
						A. Blethyn -	2nd	
Llandaff - - N.	16 10 0	- -	17 10 0	T. Joyce -	2nd	- - -	—	March
Llandilo Talybont N.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Llantrisant - - N.	- -	- -	39 0 0	T. Morgan -	5th	- - -	—	Feb.
				P. Lewis -	1st			
Llantwit Major N.	18 0 0	- -	- - -	- - -	—	- - -	—	March
Lougher - - Par.	15 0 0	- -	54 10 0	P. Williams -	5th	- - -	—	Feb.
				R. Rees -	2nd			
				H. Lewis -	1st			
Maesteg, (Iron Works). B.	10 0 0	- -	78 0 0	J. Davies -	3rd	E. Davies -	4th	Aug.
				E. Watkins -	2nd	H. Cole -	3rd	
						C. Jenkins -	2nd	
						(*Honorary*).		

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GLAMORGANSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Maesteg, or Llangoyndd. B.	25 0 0	- -	63 0 0	B. Gronow -	2nd	C. Jones -	2nd	Aug.
				W. Watkins -	1st	M. Morgan -	1st	
Merthyr Tydvil, St. David's. N.	29 10 0	- -	73 0 0	B. Thomas -	5th	M. R. Davies -	1st	Feb.
				J. Niven -	3rd	R. Millward -	1st	
Mumbles - - B.	16 10 0	- -	39 0 0	W. Atkins -	3rd	- - -	—	Aug.
				J. Howells -	3rd			
Nicholas, St. - N.	15 0 0	- -	17 10 0	- - -	—	M. Loveluck -	2nd	Feb.
Pyle Bryndu, (Colliery.	20 0 0	- -	47 0 0	W. Howell -	2nd	- - -	—	"
				T. Howell -	2nd			
				D. Jenkins -	1st			
Sketty - - - N.	18 0 0	- -	- - -	- - -	—	- - -	—	April
Swansea - - N.	37 0 0	50	78 0 0	D. Hughes -	1st	U. Colmore -	2nd	Feb.
						C. Bowln -	1st	
						M. E. Burgess	2nd	
						E. Humphreys	1st	
Swansea - - B.	21 10 0	- -	147 10 0	S. Beddow -	5th	A. Lewis -	4th	July
	a30 0 0			J. Gregory -	3rd	S. M. Cummins	3rd	
				G. L. Lewis -	3rd	H. Hughes -	3rd	
				W. Adams -	1st			
				T. Mumford -	1st			
Ystalyfera - - N.	18 0 0	25	35 0 0	H. M. Smith -	2nd	M. Robinson -	2nd	March
Total - -	498 10 0	75	1,258 0 0					
MERIONETHSHIRE.								
Bala - - - B.	23 0 0							
Barmouth - - N.	16 10 0	- -	22 10 0	E. Pugho -	4th	- - -	—	Aug.
Dolgellan, or Dolgelly. N.	15 0 0	- -	39 0 0	R. Pugh -	5th	- - -	—	"
				H. Richards -	1st			
Dolgelly - - B.	- -	- -	17 10 0	E. Jones -	2nd	- - -	—	Sept.
Dyffryn - - B.	20 0 0	- -	25 0 0	L. Jones -	5th	- - -	—	Aug.
Festiniog and Maenturog. N.	15 0 0	- -	17 10 0	J. Evans -	2nd	- - -	—	"
Festiniog - - B.	15 0 0	- -	44 0 0	R. Jones -	4th	- - -	—	"
				H. Jones -	4th			
Festiniog (Slate Quarries). B.	- -	- -	39 10 0	O. Jones -	5th	- - -	—	"
				W. Davies -	3rd			
				G. Roberts -	2nd			
Penrhyn - - B.	- -	- -	34 0 0	W. Williams -	3rd	- - -	—	"
				H. Hughes -	1st			
Towyn and Pennal B.	15 0 0	- -	25 0 0	D. Owen -	5th	- - -	—	"
Trawsfynydd - N.	15 0 0	- -	49 0 0	M. Lloyd -	5th	- - -	—	"
				R. Richards -	5th			
Total -	134 10 0	- -	313 0 0					
MONTGOMERYSHIRE.								
Berriew (Endowed) -	18 0 0	- -	22 10 0	- - -	—	E. Evans -	4th	Oct.
Cemmes - - B.	15 0 0	- -	17 10 0	J. Davies -	2nd	- - -	—	Aug.
Churchstoke - N.	16 10 0	- -	20 0 0	T. Davis -	3rd	- - -	—	"
Llanfyllin - N.	- -	- -	59 0 0	J. Lloyd -	3rd	J. Ffoulkes -	5th	Oct.
				R. W. Wilson -	1st			
Llanidloes - - N.	16 10 0	- -	100 10 0	J. Ingram -	5th	- - -	—	Aug.
				J. Evans -	5th			
				T. Davies -	3rd			
				E. Hamer -	3rd			
				W. H. Pughe -	2nd			
Llanwnog - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Machynlleth - N.	18 0 0	- -	98 10 0	L. Lewis -	3rd	C. C. Jones -	4th	Oct.
				T. Jones -	3rd	M. Jones	3rd	
				W. Lewis -	3rd			
Newtown - N.	21 10 0	- -	62 0 0	H. Bishop -	5th	- - -	—	"
				M. D. Jones -	3rd			
				J. Milnes -	3rd			

a Retiring pension.

Name and Denomination of School.	
MONTGOMERYSHIRE—cont.	
[illegible]	[illegible]
[illegible]	[illegible]
Total	[illegible]
PEMBROKESHIRE.	
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

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	£ s. d.	£	£ s. d.					
ISLANDS.								
MAN.								
- N.	10 0 0	- -	15 0 0	- - -	—	A. Malcolm -	1st	Aug.
- N.	- -	- -	29 0 0	T. Quirk -	3rd	- - -	—	"
Bar- N.	10 0 0	- -	150 0 0	J. Berrill -	2nd	C. Ballance -	4th	"
				J. J. Caine -	2nd	E. Caine -	2nd	
						C. Isedale -	2nd	
						C. Walsh -	1st	
						M.J.Stephenson	1st	
						C. J. Campbell	1st	
						S. Clucas -	4th	
hel N.	34 0 0	- -	161 0 0	J. Corlett -	4th	M. A. Hennish	2nd	Sept.
ge's				C. Corris -	3rd	M. J. Gelling -	2nd	
				J. Blair -	2nd	E. Sidebotham	1st	
						E. Kennish -	5th	
						M. Lewin -	3rd	
						A. Kewley -	1st	
- N.	23 0 0	- -	62 10 0	W. Faragher -	3rd	- - -	—	"
				P. Teare -	2nd			
				T. Faragher -	1st			
				T. Bridson -	1st			
ohn's Par.	16 0 0	- -	39 0 0	- - -	—	M. Killey -	3rd	Aug.
						C. Hudgson -	3rd	
Par.	15 0 0	- -	22 10 0	T. Kneale -	4th	- - -	—	Sept.
- N.	15 0 0	- -	49 10 0	J. Lace -	3rd	- - -	—	Aug.
				J. Corlett -	2nd			
				J. Christian -	1st			
e's - N.	15 0 0	- -	20 0 0	T. Clague -	3rd	- - -	—	Sept.
alla N.	15 0 0	- -	39 0 0	G. Gordon -	3rd	- - -	—	"
				W. Clucas -	3rd			
ton - N.	11 0 0	- -	61 10 0	H. New to -	3rd	E. C. Kewley -	4th	"
						S. C. Rothwell	3rd	
by - N.	- -	- -	20 0 0	T. Covill -	3rd	- - -	—	"
ark's N.	- -	- -	25 0 0	J. Bell -	5th	- - -	—	Aug.
- N.	15 0 0	- -	75 0 0	J. Watterson -	4th	- - -	—	Sept.
				W. Callister -	3rd			
				H. Watson -	3rd			
				W. Gill - -	2nd			
na- N.	18 0 0	- -	- - -	- - -	—	- - -	—	Aug.
ary N.	- -	- -	36 10 0	T. Moore -	3rd	- - -	—	"
				T. Qualtrough	2nd			
- N.	15 0 0	- -	15 0 0	E. W. Christian	1st	- - -	—	"
- Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	July
- N.	10 0 0	- -	15 0 0	- - -	—	E. Kelly -	1st	Aug.
- N.	23 0 0	- -	15 0 0	T. Cowley -	1st	- - -	—	"
- -	260 0 0	- -	841 10 0					
LANDS.								
- Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	"
- B.	15 0 0	- -	54 10 0	A. D. Guille -	4th	- - -	—	"
				A. Harris -	2nd			
				J. Giles - -	2nd			
- N.	25 0 0	- -	154 10 0	M. Le Patourel	5th	H. A. Reeks -	5th	"
				G. J. Raukilor	5th	E. A. Allez -	2nd	
				C. A. Reeks -	3rd	E. A. Reeks -	1st	
						J. Jacques -	1st	
ıtral - N.	- -	- -	17 10 0	- - -	—	A. E. Regrart	2nd	"
lier's N.	10 0 0	- -	142 10 0	W. H. Dawson	4th	V. Buttrell -	2nd	"
				J. Paige - -	4th	E. J. Mose -	1st	
				J. W. C. Paul -	3rd	H. Yardle -	1st	
				F. Pilditch -	3rd			
				W. Wilcocks -	3rd			

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MONTGOMERYSHIRE— *cont.*	£ s. d.	£	£ s. d.					
Newtown - - B.	15 0 0	- -	49 10 0	E. Lewis -	3rd	- - -	—	Aug.
				A. W. Edmonds	2nd			
				J. Mills -	1st			
Welshpool - N.	29 10 0	- -	129 10 0	J. Lewis -	5th	M. Sockett -	4th	Oct.
				M. Hughes -	3rd	M. Williams -	3rd	
				T. Middleton -	3rd	M. Evans -	1st	
			•	G. Thomas -	1st	M. J. Hughes- (*Honorary*)	1st	
Total - -	165 0 0	- -	559 0 0					
PEMBROKESHIRE.								
Fishguard - - N.	15 0 0	- -	49 0 0	- - -	5th	A. Hughes -	5th	June
						M. A. Griffiths	5th	
Haverfordwest N.	29 0 0	- -	89 0 0	J. Lewis -	2nd	E. J. Jones -	1st	,,
				J. Thomas -	2nd	S. Griffiths -	1st	
				J. Williams -	1st	E. H. Richards	1st	
Letterson - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	,,
Milford Haven, Endowed.	15 0 0	- -	46 10 0	W. A. Thomas -	5th	- - -	—	,,
				T. K. Williams	4th			
Narberth - - N.	15 0 0	- -	39 0 0	W. James -	5th	- - -	—	,,
				D. Williams -	1st			
Pembroke Dock - N.	31 10 0	25	158 0 0	J. David -	3rd	R. Isaacs -	5th	,,
				H. E. Stokes -	3rd	M. J. Adams -	4th	
				W. G. Saunders	2nd	E. James -	2nd	
				J. Evans -	1st	E. Hawgood -	2nd	
						J. Harden -	1st	
Pembroke Dock - B.	23 0 0	- -	129 10 0	H. Roach -	5th	J. Tucker -	5th	Aug.
				W. Brown -	3rd	R. Edwards -	2nd	
				W. D. Blake -	2nd	E. Mumford -	1st	
				E. Oke - -	2nd			
Rhydberth - - N.	- -	- -	89 10 0	R. Bennett -	5th	M. Thomas -	4th	June
						M. Beddow -	4th	
						P. Griffiths -	4th	
Rudbaxton - - N.	- -	- -	25 0 0	J. Llewellyn -	5th	- - -	—	,,
Stackpole Elidor - N.	- -	- -	36 10 0	J. T. F. Turner	3rd	- - -	—	,,
				T. Radmore -	2nd			
Tenby - - N.	18 0 0	- -	67 10 0	R. D. Harries	5th	- - -	—	,,
				E. B. Parrott -	2nd			
				J. Morgan -	1st			
				T. Morris -	1st			
Tenby (Infant) - N.	- -	- -	34 0 0	- - -	—	M. John -	2nd	,,
						J. Thomas -	2nd	
Tenby, New Hedges N.	- -	- -	20 0 0	T. Griffiths -	3rd	- - -	—	,,
Uzmaston-cum-Boulston. N.	- -	- -	54 10 0	T. Morgan -	3rd	- - -	—	,,
				W. P. Venables	3rd			
				F. Llewellyn -	2nd			
Warren, Agricultural	15 0 0	- -	34 0 0	G. Cole -	3rd	- - -	—	,,
				I. Hurlow -	1st			
Total - -	196 0 0	25	872 0 0					
RADNORSHIRE.								
Knighton - - N.	- -	- -	15 0 0	- - -	—	A. Matthews -	1st	Aug.
Total - -	- -	- -	15 0 0					

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ISLANDS.								
Isle of Man.	£ s. d.	£	£ s. d.					
Cronkbourne - N.	10 0 0	- -	15 0 0	- - -	—	A. Malcolm -	1st	Aug.
Dolby - - N.	-	- -	29 0 0	T. Quirk -	3rd	- - -	—	"
Douglas, St. Barnabas'. N.	10 0 0	- -	150 0 0	J. Berrill -	2nd	C. Ballance -	4th	"
				J. J. Caine -	2nd	E. Caine -	2nd	
						C. Isedale -	2nd	
						C. Walsh -	1st	
						M. J. Stephenson	1st	
						C. J. Campbell	1st	
						S. Clucas -	4th	
Douglas, (Athel St.) St. George's N.	34 0 0	- -	161 0 0	J. Corlett -	4th	M. A. Hennish	2nd	Sept.
				C. Corris -	3rd	M. J. Gelling -	2nd	
				J. Blair -	2nd	E. Sidebotham	1st	
						E. Kennish -	5th	
						M. Lewin -	3rd	
						A. Kewley -	1st	
Foxdale - - N.	24 0 0	- -	62 10 0	W. Faragher -	3rd	- - -	—	"
				P. Teare -	2nd			
				T. Faragher -	1st			
				T. Bridson -	1st			
German, St. John's Par.	16 0 0	- -	39 0 0	- - -	—	M. Killey -	3rd	Aug.
						C. Hudgson -	3rd	
Kirk Andreas Par.	15 0 0	- -	22 10 0	T. Kneale -	4th	- - -	—	Sept.
Kirk Patrick - N.	15 0 0	- -	49 10 0	J. Lace -	3rd	- - -	—	Aug.
				J. Corlett -	2nd			
				J. Christian -	1st			
Kirk, St. Anne's - N.	15 0 0	- -	20 0 0	T. Clague -	3rd	- - -	—	Sept.
Malew Ballasalla N.	15 0 0	- -	39 0 0	G. Gordon -	3rd	- - -	—	"
				W. Clucas -	3rd			
Malew Castleton - N.	11 0 0	- -	61 10 0	H. New ton -	3rd	E. C. Kewley -	4th	"
						S. C. Rothwell	3rd	
Malew Grenaby - N.	-	- -	20 0 0	T. Covill -	3rd	- - -	—	"
Malew, St. Mark's N.	-	- -	25 0 0	J. Bell -	5th	- - -	—	Aug.
Peel - - - N.	15 0 0	- -	75 0 0	J. Watterson -	4th	- - -	—	Sept.
				W. Callister -	3rd			
				H. Watson -	3rd			
				W. Gill - -	2nd			
Peel (Mathematical). N.	18 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Port Saint Mary (Rushen). N.	-	- -	30 10 0	T. Moore -	3rd	- - -	—	"
				T. Qualtrough	2nd			
Ramsey - - N.	15 0 0	- -	15 0 0	E. W. Christian	1st	- - -	—	
Ramsey - - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Rushen - - N.	10 0 0	- -	15 0 0	- - -	—	E. Kelly -	1st	Aug.
Sulby - - - N.	23 0 0	- -	15 0 0	T. Cowley -	1st	- - -	—	"
Total - -	260 0 0	- -	841 10 0					
Channel Islands.								
Alderney - - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Guernsey - - B.	15 0 0	- -	54 10 0	A. D. Guille -	4th	- - -	—	"
				A. Harris -	2nd			
				J. Giles - -	2nd			
Guernsey, St. John's. - N.	25 0 0	- -	134 10 0	M. Le Patourel	5th	H. A. Reeks -	5th	"
				G. J. Rankilor	5th	E. A. Allez -	2nd	
				C. A. Reeks -	3rd	E. A. Reeks -	1st	
						J. Jacques -	1st	
Gronville, Central - N.	-	- -	17 10 0	- - -	—	A. E. Regnart	2nd	"
Jersey, St. Helier's N.	10 0 0	- -	142 10 0	W. H. Dawson	4th	V. Buttrell -	2nd	"
				J. Paige - -	4th	E. J. Mose -	1st	
				J. W. C. Paul -	3rd	H. Yardlo -	1st	
				F. Pilditch -	3rd			
				W. Wilcocks -	3rd			

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CHANNEL ISLANDS—*cont.*	£ s. d.	£	£ s. d.					
Jersey, St. James' N.	26 0 0	- -	131 10 0	J. Dugan -	5th	F. Walter -	5th	Aug.
				J. Pirouet -	5th	H. J. Good -	3rd	
				G. Y. Vovsey -	4th	E. V. Paul -	3rd	
Jersey, St. Mark's N.	28 0 0	- -	109 0 0	F. Le Huguet	2nd	E. Scammell -	5th	,,
				S. T. Carter -	1st	E. de Gruchy	3rd	
						M. Venner -	3rd	
						M. Cooper -	2nd	
Jersey, St. Paul's - N.	- -	- -	52 0 0	J. Sharman -	3rd	- - -	—	,,
				W. G. Turpin -	2nd			
				J. Le Marquais	2nd			
Jersey, Trinity - N.	- -	- -	30 0 0	J. Malin - -	1st	M. Rondel -	1st	,,
Total - -	119 0 0	- -	671 10 0					
SCOTLAND.								
ABERDEENSHIRE.	£ s. d.	£	£ s. d.					
Aberdeen, Bon Accord. F.C.	30 0 0	- -	106 10 0	G. Duthie -	3rd	- - -	—	Oct.
				J. Fraser -	2nd			
				J. N. Justice -	3rd			
				A. E. Rait -	3rd			
				J. Murdoch -	2nd			
				A. Brechin -	2nd			
Aberdeen, Dr. Bell's -	21 10 0	- -	29 0 0	G. Forrest -	1st	- - -	—	July
				D. Fraser -	1st			
Aberdeen, East - Sess. Parish.	15 0 0	- -	168 10 0	P. Kidd -	3rd	M. Anderson -	4th	,,
				W. Brebner -	2nd	A. B. Alexander	3rd	
				A. Bain - -	2nd	I. Robinson -	3rd	
				J. Ross - -	1st	M. Ewan -	2nd	
				T. Laing - -	1st	E. Jarvis -	2nd	
Aberdeen, East - F.C. Parish.	- -	- -	67 10 0	W. Harper -	5th	- - -	—	Sept.
				A. Harper -	2nd			
				A. Forbes -	1st			
				J. Keith -	1st			
Aberdeen, North Sess. Parish.	25 0 0	- -	99 10 0	J. W. Leith -	5th	C. M'Eachern	4th	Aug.
						M. S. Bain -	4th	
						C. Grant -	4th	
Aberdeen, North F.C.	16 10 0	- -	87 10 0	J. Brechin -	5th	- - -	—	Oct.
				W. Harley -	4th			
				J. Nicholson -	4th			
				R. Forrest -	4th			
Aberdeen, South - Sess. Parish.	15 0 0	- -	67 0 0	- - -	—	C. Stewart -	5th	Aug.
						A. Smith -	5th	
						C. Maitland -	3rd	
Aberdeen, South - F.C. Parish.	20 0 0	25	98 10 0	W. Milne -	3rd	- - -	—	Oct
				F. Hay - -	3rd			
				W. Yunnie -	2nd			
				J. Simpson -	2nd			
				J. Philip -	2nd			
				A. Seton -	1st			
Aberdeen, West - Sess. Parish.	37 0 0	- -	108 10 0	R. Duthie -	4th	M. Clark -	5th	Aug.
				J. Duthie -	4th	M. A. Scott -	5th	
						M. Carry -	2nd	
Aberdeen, Female Orphan Asylum.	- -	- -	- - -	- - -	—	J. Beveridge - (*Honorary*).	2nd	—
Aberdeen (John - Sess. Knox's.)	- -	- -	70 0 0	- - -	—	J. Sangster -	3rd	July
						K. Ronald -	3rd	
						H. Clark -	2nd	
						J. Keith -	2nd	

NOTE.—G.A. *denotes that the School is under the General Assembly of the Established Church of Scotland;* F.C., *that the School is in connexion with the Free Church;* Par., *a Parochial School* Epis. *Episcopal;* Sess., *Sessional;* and R.C., *Roman Catholic.*

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ABERDEENSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Aberdeen (John Knox's). - F.C.	28 10 0	- -	91 0 0	J. Lemon A. Trail	5th 4th	A. Trail M.A.Cadenhead M. M'Robbie	2nd 1st 1st	Sept.
Aberdeen, St. Andrew's. - Epis.	28 0 0	- -	20 0 0	P. C. Fraser	3rd	- - -	—	June
Aberdeen, St. Peter's. - R.C.	- -	- -	59 0 0	G. Riach A. M'Hardie	5th 1st	M. Cattanach	3rd	„
Aberdeen, Shaw's Court, Female School of Industry.	10 0 0	- -	17 10 0	- - -	—	M. L. Stewart	2nd	July
Aberdeen, (Trades') -	15 0 0	- -	15 0 0	J. M'Lachlan	1st	- - -	—	Oct.
Aberdeen, Wood-side. - F.C.	16 10 0	- -	80 0 0	W. Martin J. Taylor A. Robertson A. Tough	4th 4th 3rd 3rd	- - -	—	„
Banchory, Devenich. - F.C.	20 0 0	- -	20 0 0	D. Moir -	3rd	- - -	—	Sept.
Birse - - - Par.	- -	- -	17 10 0	J.D.D. Ferrier	2nd	- - -	—	July
Burnhaven - - G.A.	21 10 0	- -	25 0 0	W. Burd -	5th	- - -	—	Aug.
Cruden (Lord Errol's). - Epis.	26 0 0	- -	32 10 0	J. Alexander -	2nd	E. Cordiner -	1st	June
Cuminestown, St. Luke's. - Epis.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Cullerley, District -	18 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Ellon, Female - -	10 0 0	- -	20 0 0	- - -	—	E. Mackie -	3rd	July
Ellon - - - F.C.	21 10 0	- -	- - -	- - -	—	- - -	—	Oct.
Forgueside - - Par.	21 10 0	- -	- - -	- - -	—	- - -	—	Aug.
Fraserburgh, St. Peter's - Epis.	31 10 0	- -	15 0 0	- - -	—	H. Davidson -	1st	June
Fyvie, All Saints' - Epis.	16 10 0	- -	- - -	- - -	—	- - -	—	„
Gilconiston, Free School. - F.C.	16 10 0	- -	15 0 0	J. Elphinstone	1st	- - -	—	Sept.
Glenfondland - G.A.	21 10 0	- -	- - -	- - -	—	- - -	—	Aug.
Huntley - - Par.	- -	- -	54 10 0	G. Shearer W. Simpson J. Pirie	4th 2nd 2nd	- - -	—	„
Huntley (2nd School). - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Huntley, Gordon, Industrial. - F.C.	11 0 0	- -	25 0 0	- - -	—	B. Allardyce -	5th	Sept.
Huntley, Female Industrial. - G.A.	- -	- -	15 0 0	- - -	—	J. Middleton -	1st	Aug.
Huntley - - F.C.	18 0 0	- -	64 10 0	F. Barclay J. M'Pherson J. A. Ross	5th 4th 3rd	- - -	—	Sept.
Insch - - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Inverury, St. Mary's. - Epis.	15 0 0	- -	20 0 0	W. L. Low -	3rd	- - -	—	June
Kincardine O'Neill. - F.C.	18 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Kintore - - F.C.	15 0 0	- -	20 0 0	J. Gibb -	3rd	- - -	—	„
Longhill - - G.A.	18 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Migvie - - G.A.	16 10 0	- -	- - -	- - -	—	- - -	—	July
Old Deer - - F.C.	16 10 0	- -	17 10 0	A. Thorn -	2nd	- - -	—	Oct.
Peterhead - - F.C.	33 0 0	- -	49 0 0	J. Williamson	2nd	J. Law A. A. Strachan	2nd 1st	„
Peterhead, St. Peter's. - Epis.	- -	- -	15 0 0	J. C. Stevenson	1st	- - -	—	June
Pitsligo, New - Par.	- -	- -	29 0 0	W. Russell A. Cameron	1st 1st	- - -	—	July
Pitsligo, New, Female	- -	- -	15 0 0	- - -	—	A. Boyes -	1st	Aug.
Pitsligo, New, St. John's. - Epis.	21 10 0	- -	78 10 0	J. Petrie J. Taylor	2nd 1st	E. Stirling E. M'Gowan E. Brown	2nd 2nd 1st	June
Port Elphinstone - F.C.	16 10 0	- -	44 10 0	G. Morison W. Milne W. Cruickshank	2nd 1st 1st	- - -	—	Oct.

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	£ s. d.	£	£ s. d.				
ABERDEENSHIRE— *cont.*							
Rayne, Old, Female -	15 0 0	- -	15 0 0	- - -	—	M. Christie -	1st July
Skene - - - F.C.	20 0 0	- -	29 0 0	W. Donald -	3rd	- - -	— Oct.
				J. Strachan -	3rd		
Strichen - - Par.	12 0 0	- -	- - -	- - -	—	- - -	— "
Tillymorgan - Epis.	15 0 0	- -	- - -	- - -	—	- - -	— June
Udny - - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	— Nov.
Total - -	4,223 10 0	25	1,821 10 0				
ARGYLLSHIRE.							
Ardrishaig - - F.C.	15 0 0	- -	20 0 0	A. M'Arthur -	3rd	- - -	— April
Ardrishaig - -Epis.	16 10 0	- -	- - -	- - -	—	- - -	— Sept.
Barcaldine - - G.A.	15 0 0	- -	20 0 0	J. M'Gregor -	3rd	- - -	— Feb.
Bowmore Foreland. - F.C.	20 0 0	- -	20 0 0	D. M'Carmick	3rd	- - -	— April
Campbeltown - F.C.	33 0 0	- -	77 10 0	J. Dunlop -	5th	- - -	— "
				J. Fisher -	4th		
				D. Currie -	3rd		
				D. M'Murchy -	1st		
Campbeltown, - Par. Burgh.	- -	- -	39 0 0	W. M'Taggart	5th	- - -	— March
				J. M'Millan -	1st		
Dalintober (Miss Campbell's).	18 0 0	- -	39 0 0	W. Alexander	3rd	- - -	— Feb.
				D. M'Neilage -	3rd		
Campbeltown, United Female, School of Industry.	13 0 0	- -	- - -	- - -	—	- - -	— July
Corpach - - G.A.	- -	- -	39 10 0	C. Cameron -	4th	- - -	— May
				C. M'Master -	3rd		
				G. Sanderson -	3rd		
Dunoon - - Par	13 0 0	- -	15 0 0	- - -	—	J. Miller -	1st Aug.
Dunoon - - F.C.	- -	- -	36 10 0	J. Shearer -	4th	- - -	— April
				D. Johnston -	1st		
Dunoon, Kirn - Sess.	18 0 0						
Glencoe - - F.C.	16 10 0	- -	15 0 0	D. M'Coll -	1st	- - -	— June
Inverary - - F.C.	18 0 0	- -	- - -	- - -	—	- - -	— April
Inverary, Burgh - Par.	25 0 0	- -	- - -	- - -	—	- - -	— Aug.
Killean - - - F.C.	15 0 0	- -	- - -	A. M'Intyre -	3rd	- - -	— April
Knapdale, North - Par.	15 0 0	- -	- - -	- - -	—	- - -	— Feb.
Lochaline - - Sess.	16 10 0	- -	- - -	- - -	—	- - -	— Jan.
Lochend, Campbel-town. - F.C.	15 0 0	- -	44 0 0	A. Armour -	4th	- - -	— April
				N. M'Alister -	4th		
Lochgilphead - F.C.	18 0 0	- -	77 10 0	D. Dewar -	4th	- - -	— "
				D. M'Gilp -	4th		
				M. Carmichael	3rd		
				J. M'Intosh -	2nd		
Lochgilphead - Epis.	- -	- -	44 0 0	- - -	—	A. Knox - -	4th "
						M. Brown -	4th
Oakfield - - G.A.	18 0 0	- -	20 0 0	N. Fleming -	3rd	- - -	— Feb.
Peninver - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	— July
Port Charlotte - G.A.	15 0 0	- -	20 0 0	A. Gillespie -	3rd	- - -	— Feb.
Portnahaven, Parliamentary.	- -	- -	22 10 0	D. M'Donald -	4th	- - -	— "
Portnahaven - F.C.	16 10 0	- -	39 0 0	A. Clarke -	3rd	- - -	— April
				P. Conolly -	3rd		
Salen, Female Industrial.	12 0 0	- -	- - -	- - -	—	- - -	— Aug.
Southend - - Par.	- -	- -	34 0 0	D. Montgomery	2nd	- - -	— Jan.
				A. Trotter -	2nd		
Tarbert - - G.A.	18 0 0	- -	49 0 0	D. M'Tagart -	5th	- - -	— July
				D. M'Lary -	5th		
Tobermory - - F.C.	16 10 0	- -	- - -	- - -	—	- - -	— May
Total - -	411 10 0	- -	691 10 0				

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AYRSHIRE.	£ s. d.	£	£ s. d.					
Ardrossan, Industrial	14 0 0	- -	41 10 0	- - -	—	M. Chalmers -	4th	Feb.
						M. Gilfillan -	3rd	
Ardrossan, New Industrial.	- -	- -	15 0 0	- - -	—	M. Crawford -	1st	May
Ardrossan - - Par.	23 0 0	25	64 0 0	R. Craig -	5th	M. Wellwood -	1st	Feb.
				H. Young -	5th			
Ardrossan, Public Sess.	23 0 0	25	- - -	- - -	—	- - -	—	"
Ayr, Fish Cross F.C. District.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Ayr - - Epis.	16 10 0	- -	34 0 0	W. Hannah -	3rd	- - -	—	Dec.
				J. Higgins -	1st			
Ballantrae Glennap, Endowed.	15 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Ballantrae - - Par.	18 0 0	- -	39 0 0	J. Stafford -	5th	- - -	—	"
				J. Allan -	1st			
Barrhill - - F.C.	15 0 0	- -	22 10 0	W. Heyslop -	4th	- - -	—	April
Beith - - - Par.	- -	- -	34 0 0	J. Jamieson -	2nd	- - -	—	Jan.
				R. Boyd -	2nd			
Beith, Endowed, G.A. Industrial.	10 0 0	- -	39 0 0	- - -	—	M. Dale -	3rd	"
						M. Jamieson -	3rd	
Beith - - - F.C.	16 10 0	- -	- - -	- - -	—	- - -	—	April
Blair, Iron Works -	15 0 0	- -	17 10 0	A. Campbell -	2nd	- - -	—	Feb.
Blair Mains - - Par.	21 10 0	- -	36 10 0	A. Boyle -	3rd	- - -	—	"
				H. Colligan -	2nd			
Crosshill - - G.A.	20 0 0	- -	36 10 0	J. Dunlop -	3rd	- - -	—	"
				J. M'Crindle -	2nd			
Crosshouse - - Par.	16 10 0	- -	- - -	- - -	—	- - -	—	"
Cumnock, New, F.C. Wellhill.	21 10 0	- -	15 0 0	T. Kerr -	1st	- - -	—	April
Cumnock, Old - F.C.	21 10 0	- -	69 10 0	J. M'Culloch -	5th	- - -	—	"
				R. Brown -	5th			
				A. Doak -	4th			
Dalry - - - Par.	15 0 0	- -	25 0 0	W. Shedden -	5th	M. Mackenzie	3rd	"
Dalry, Female, Industrial.	10 0 0	- -	20 0 0	- - -	—	- - -	—	Feb.
Dalry, Kersland Barony.	- -	- -	67 10 0	J. Fergusson -	4th	- - -	—	"
				T. Wardrop -	2nd			
				A. Fergusson -	2nd			
				A. F. Grant -	1st			
Fullarton - - Par.	18 0 0	- -	39 0 0	T. Sinclair -	5th	- - -	—	Jan.
				A. Thomson -	1st			
Fullarton - - F.C.	18 0 0	- -	69 10 0	J. Shaw -	5th	- - -	—	April
				J. Giffen -	5th			
				J. Robertson -	4th			
Galston - - Par.	18 0 0	- -	75 0 0	M. Bowie -	4th	- - -	—	Feb.
				W. Erskine -	4th			
				G. Forrest -	3rd			
				J. Cuthbertson	1st			
Girvan - - Par.	- -	- -	17 10 0	A. Orr - -	2nd	- -	—	Jan.
Girvan - - - F.C.	15 0 0	- -	17 10 0	G. Law - -	2nd	- - -	—	April
Kilbirnie - - F.C.	16 10 0	- -	- - -	- - -	—	- - -	—	"
Kilbride, West - F.C.	18 0 0	- -	20 0 0	W. Heck -	1st	- - -	—	
				T. Heck -	1st			
Kilmarnock Academy	- -	- -	68 0 0	A. P. Brown -	1st	- - -	—	Feb.
				A. Morgan -	1st			
				G. R. Merry -	1st			
				J. S. Nisbet -	1st			
				S. Jamieson -	1st			
Kilmarnock, Industrial. - F.C.	12 0 0	- -	44 0 0	- - -	—	M. Parker -	4th	April
						M. M. Boyd -	4th	
Kilmarnock, Town Head District.	20 0 0	25	78 0 0	A. Caldwell -	2nd	- - -	—	
				A. Gillespie -	2nd			
				J. Hamilton -	2nd			
				J. A. M'Kemmie	2nd			
				J. Dickie -	1st			

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AYRSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Kilwinning - - Par.	16 10 0	- -	49 10 0	C. Kirkwood -	3rd	- - -	—	F...
				G. Campbell -	2nd			
				D. M. Doak -	1st			
Largs, Brisbane, End.	25 0 0	- -	31 10 0	J. Farquharson	2nd	- - -	—	A...
				J. Craig - -	1st			
Largs, Female - G.A.	16 0 0	- -	41 10 0	- - -	—	M. G. Jamieson	5th	F...
						M. Craig -	2nd	
Largs - - - F.C.	29 0 0	- -	93 0 0	W. M'Cracken	5th	H. Reid -	3rd	A...
				W. Stewart -	5th	M. Paterson -	1st	
				H. M'Coll -	1st			
Monckton - - F.C.	- -	- -	39 0 0	R. Hutchison	4th	- - -	—	
				J. Andrew -	2nd			
Newton-on-Ayr - F.C.	16 10 0	25	20 0 0	W. Mitchell -	3rd	- - -	—	
Newton-on-Ayr - Par.	- -	- -	83 0 0	D. Oswald -	4th	- - -	—	F...
				A. Mair - -	3rd			
				A. Macfarlane	2nd			
				W. Beaton -	1st			
				W. Smith -	1st			
Ochiltree - - F.C.	18 0 0	- -	34 0 0	J. Boyd - -	2nd	- - -	—	A...
				D. Millar -	2nd			
Perceton - - F.C.	- -	- -	44 0 0	J. Skelley -	4th	- - -	—	
				R. Skelley -	4th			
Pinwhiry - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	M...
Sorn - - - Par.	18 0 0	- -	39 0 0	W. Kirkland -	3rd	- - -	—	Fe...
				H. Baird -	3rd			
Stewarton - - F.C.	18 0 0	- -	46 10 0	J. Nairn - -	5th	- - -	—	Ar...
				J. Blair - -	4th			
Symington - - F.C.	16 10 0	- -	- - -	- - -	—	- - -	—	
Tarbolton - - Par.	18 0 0	- -	15 0 0	- - -	—	M. Brown -	1st	M...
Troon Academy - G.A.	- -	- -	15 0 0	J. Kennedy -	1st	- - -	—	Fe...
Total - -	649 0 0	100	1,565 0 0					
BANFFSHIRE.								
Aberchirder - - G.A.	23 0 0	- -	39 0 0	W. M. Matthews	5th	- - -	—	Au...
				G. Durno -	1st			
Alvah, Linhead - G.A.	13 0 0	- -	- - -	- - -	—	- - -	—	
Bellie - - - Par.	25 0 0	- -	- - -	- - -	—	- - -	—	
Buckie - - - F.C.	28 10 0	- -	42 0 0	A. Duncan -	1st	- - -	—	Ol...
				J. Murray -	1st			
				J. Crowden -	1st			
Cullen - - - Par.	- -	- -	39 0 0	A. Davidson -	4th	- - -	—	Au...
				P. M'Queen -	2nd			
Cullen - - - F.C.	15 0 0	- -	20 0 0	H. Keir - -	3rd	- - -	—	Ol...
Deskford - - F.C.	10 0 0	- -	- - -	- - -	—	- - -	—	Sc...
Fordyce - - F.C.	18 0 0	- -	- - -	- - -	—	- - -	—	Ol...
Glenrinnes - - G.A.	20 0 0	- -	15 0 0	G. M'Cormachie	1st	- - -	—	Au...
Inverkeithnie (Downie's). - F.C.	- -	- -	17 10 0	W. Cruden -	2nd	- - -	—	Ol...
Keith - - - F.C.	20 0 0	- -	29 0 0	J. Walker -	1st	- - -	—	
				W. Thompson	1st			
Linhead (Female)	13 0 0	- -	15 0 0	- - -	—	M. Carnegie -	1st	Au...
Macduff - - Par.	- -	- -	34 0 0	C. Harvey -	2nd	- - -	—	
				W. Forbes -	2nd			
Macduff - - F.C.	20 0 0	- -	67 0 0	R. Day - -	5th	- - -	—	Ol...
				J. M'Cachran -	5th			
				J. Cruickshank	3rd			
Marnock, New - F.C.	20 0 0	- -	47 0 0	A. Brenner -	2nd	- - -	—	
				J. Dallas -	2nd			
				J. Duff - -	1st			
Pitgair - - - Par.	12 0 0	- -	- - -	- - -	—	- - -	—	Au...
Port Gordon - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	
Portsoy - - Par.	20 0 0	- -	- - -	- - -	—	- - -	—	Ne...
Rathven - - Par.	- -	- -	20 0 0	G. Geddes -	3rd	- - -	—	Au...
Rothiemay - - F.C.	18 0 0	- -	25 0 0	W. Gordon -	5th	- - -	—	Ol...
Total - -	290 10 0	- -	409 10 0					

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BERWICKSHIRE.	£ s. d.	£	£ s. d.					
Boston - - P.C.	21 10 0	- -	54 10 0	R. Bell - -	4th	- - -	—	Feb.
				J. Ross -	3rd			
				W. Donaldson	1st			
Dunse - - - Par.	29 0 0	- -	49 10 0	R. Fairbairn -	3rd	- - -	—	Dec.
				R. Pringle -	2nd			
				G. Fairbairn -	1st			
Earlstown - - F.C.	- -	- -	31 10 0	G. Tennant -	2nd	- - -	—	Jan.
				F. Ker - -	1st			
Eyemouth - - Par.	34 0 0	25	15 0 0	R. Nisbet -	1st	- - -	—	Dec.
Eyemouth - - F.C.	16 10 0	- -	25 0 0	R. Ovens -	5th	- - -	—	Feb.
Greenlaw - - F.C.	- -	- -	47 0 0	R. Darling -	2nd	- - -	—	"
				R. Clark - -	2nd			
				G. Cruickshank	1st			
Hounslwood, Grant's House.	16 10 0	- -	- - -	- - -	—	- - -	—	Dec.
Lauder - - - Par.	21 10 0	- -	52 0 0	W. Moore -	5th	- - -	—	"
				R. Pow - -	1st			
				W. Fletcher -	1st			
Ninewells - - -	16 10 0	- -	- - -	- - -	—	- - -	—	Oct.
Swinton - - F.C.	15 0 0	- -	34 0 0	G. Denholme -	2nd	- - -	—	Feb.
				A. Dippie -	2nd			
Total - -	161 10 0	25	368 10 0					
BUTESHIRE.								
Cumbrae, Isle of, F.C.	21 10 0	- -	- - -	- - -	—	- - -	—	April
Rothesay, East - F.C.	23 0 0	- -	- - -	- - -	—	- - -	—	"
Total - -	44 10 0	- -	- - -					
CAITHNESS-SHIRE.								
Berriedale - - G.A.	16 10 0	- -	- - -	- - -	—	- - -	—	Aug.
Dunn - - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Freswick - - G.A.	18 0 0	- -	- - -	- - -	—	- - -	—	"
John O'Groat's - G.A.	15 0 0	- -	17 10 0	S. Mowatt -	2nd	- - -	—	Sept.
Lybster - - F.C.	- -	- -	34 0 0	W. Millar -	2nd	- - -	—	May
				G. Morrison -	2nd			
Pulteneytown - F.C.	- -	- -	54 10 0	W. H. Ross -	4th	- - -	—	June
				G. Shearer -	3rd			
				G. Sutherland	1st			
Pulteneytown, Academy.	- -	- -	17 10 0	J. Cleghorn -	2nd	- - -	—	Sept.
Thrumster - - G.A.	- -	- -	25 0 0	J. Gunn -	5th	- - -	—	"
Thurso - - - F.C.	20 0 0	- -	36 10 0	W. Henderson	3rd	- - -	—	June
				G. Ross - -	2nd			
Toftingall - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Watten - - F.C.	18 0 0	- -	15 0 0	D. Sutherland	1st	- - -	—	June
Wick - - - F.C.	25 0 0	- -	55 0 0	J. Mackay -	1st	- - -	—	"
				D. M. Mathieson	1st			
				D. Craig -	1st			
				W. Cormack -	1st			
Total - -	142 10 0	- -	255 0 0					

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	In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.	Boys.		Girls.		
CLACKMANNANSHIRE.	£ s. d.	£	£ s. d.					
Alloa (Juvenile and Infant).	16 10 0	- -	- - -	- - -	—	- - -	—	Ma
Alloa - - Epis.	- - -	- -	36 10 0	T. Wilson -	3rd	D. Guest -	2nd	Mar
Menstrie, Subscription.	15 0 0	- -	- - -	- - -	—	- - -	—	Jun
Tullibody, Sub- Par. scription.	- - -	- -	52 0 0	G. A. Dick -	4th	- - -	—	"
				J. Beveridge -	2nd			
				A. M'Gregor -	1st			
Total -	31 10 0	- -	88 10 0					
DUMBARTONSHIRE.								
Alexandria - - Par.	15 0 0	- -	70 10 0	A. Wylie -	4th	M. M'Ewan -	2nd	Apr
				A. M'Lintock -	2nd	C. Forbes -	1st	
Alexandria - - F.C.	13 0 0	- -	46 10 0	- - -	—	J. M'Lachlan -	5th	
						J. M'Nicol -	4th	"
Bonhill - - Par.	18 0 0	- -	25 0 0	J. B. Robertson	5th	- - -	—	"
Cardross - - Par.	- - -	- -	44 0 0	J. Hunter -	4th	- - -	—	"
				A. Dunlop -	4th			
Cumbernauld - Par.	20 0 0							
Dalmonach, Pri- G.A. vately Endowed.	16 10 0	- -	72 0 0	J. Bunting -	5th	- - -	—	"
				P. M'Nicol -	5th			
				J. Buchanan -	5th			
Dalmuir, Subscription.	- - -	- -	46 10 0	A. Anderson -	5th	- - -	—	"
				W. Anderson -	4th			
Dumbarton - - F.C.	16 10 0	- -	41 10 0	M. M'Taggart	4th	- - -	—	"
				R. Lang -	3rd			
Dumbarton, Burgh Academy.	16 10 0	- -	41 10 0	D. Paterson -	4th	- - -	—	"
				R. Young -	3rd			
Faifley - - - G.A.	- - -	- -	41 10 0	J. Liddell -	5th	- - -	—	"
				J. Grant -	2nd			
Helensburgh, G.A. Quoad Sacra.	16 10 0	- -	29 0 0	J. Patterson -	1st	- - -	—	"
				W. N. A. Aitkin	1st			
Helensburgh, Tri- Epis. nity.	14 0 0	- -	17 10 0	J. Fraser -	2nd	- - -	—	Dec
Jamestown, Bon- F.C. hill.	15 0 0	- -	15 0 0	A. Paterson -	1st	- - -	—	Apr
Kirkintilloch, G.A. Kerr Street.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Kirkintilloch, Os- G.A. wald, and Kirk-session.	33 0 0	- -	- - -	- - -	—	- - -	—	Mar
Renton, Female - G.A.	11 0 0	- -	17 10 0	- - -	—	H. Howat -	2nd	Apr
Renton, Public - F.C.	- - -	- -	67 0 0	A. Ritchie -	5th	- - -	—	"
				J. Schindler -	5th			
				J. Lindsey -	3rd			
Shandon - - F.C.	21 10 0	- -	17 10 0	A. M'Donald -	2nd	- - -	—	"
Total - -	241 10 0	- -	502 10 0					
DUMFRIESSHIRE.								
Annan - - Par.	- - -	- -	57 0 0	J. Johnstone -	3rd	- - -	—	No
				J. Murphy -	3rd			
				J. Yeoman -	3rd			
Annan, Infant and G.A. Industrial.	12 0 0	- -	29 0 0	- - -	—	F. Beattie -	1st	"
						J. Richardson	1st	
Carlaverock - - Par.	- - -	- -	75 0 0	J. Hunter -	3rd	- - -	—	De
				J. Howatson -	3rd			
				W. Cowan -	3rd			
				J. Johnston -	3rd			

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DUMFRIESSHIRE—*cont.*		£ s. d.	£	£ s. d.					
Ecclefechan, Infant and Industrial.	G.A.	10 0 0							
Glencairn	F.C.	16 10 0		49 0 0	J. Ferguson -	5th			Dec.
					J. M'Caw -	5th			
Goodhope	G.A.	16 10 0			- - -	—			Nov.
Kirkmahoe	F.C.	-		25 0 0	W. Hunter -	5th			Dec.
Kirkpatrick, Fleming.	F.C.	16 10 0				—			"
Lanholm	F.C.	18 0 0		17 10 0	A. Little -	2nd			"
Lochmaben	F.C.	15 0 0				—			"
Lochmaben	Par.	-			R. Maxwell -	3rd			Nov.
Lokerby, Industrial	F.C.	12 0 0				—			"
Total		116 10 0		252 10 0					
EDINBURGHSHIRE.									
Back of Fisherrow, Ragged.	F.C.	16 10 0				—			Feb.
Baberno, Subscription.	G.A.	20 0 0				—			April
Barnton, late Lauriston, Female Industrial.		16 0 0		22 10 0		—	M. Jack -	4th	"
Calder, East	G.A.	15 0 0				—			"
Calder, West	Par.	23 0 0		20 0 0	J. S. Hope -	3rd			"
Cockpen	F.C.	20 0 0		22 10 0	J. Scott -	4th			Feb.
Colinton and Currie.	F.C.	-		31 10 0	W. C. Russel -	2nd			Jan.
					J. B. Donald -	1st			
Coltbridge (Lord M'Kenzie's).	F.C.	16 10 0		22 10 0		—	M. Fishburn -	4th	Feb.
Cousland, District Church.		18 0 0		17 10 0	J. Dickson -	2nd			Jan.
Cramond	Par.	16 10 0		22 10 0	W. Douglas -	4th			April
Cramond	F.C.	15 0 0				—			Feb.
Dalkeith, Academy	F.C.	48 0 0		79 10 0	G. Anderson -	4th	M. P. Anderson	2nd	"
					J. Duncan -	4th			
					C. Heath -	3rd			
Davidson's Mains	G.A.	27 10 0		36 10 0	T. Reid -	3rd			April
					J. Tait -	2nd			
Edinburgh, Advocate's Close.	F.C.	25 0 0				—			Jan.
Edinburgh, Burgh, Canongate,		18 0 0		113 0 0	J. M'Donald -	5th	M. Prestell -	1st	April
					R. Miller -	5th			
					G. Wallace -	3rd			
					R. Gilroy -	2nd			
					J. Gilbert -	2nd			
Edinburgh, Sess. Canongate.				69 10 0	R. Mitchell -	5th			"
					J. Davidson -	5th			
					W. Brunton -	4th			
Edinburgh, Canongate, Christian Society's (Male).		15 0 0		41 10 0	W. Counley -	4th			"
					W. Dunlop -	2nd			
Edinburgh, Canongate, Christian Society's (Female).		16 0 0		41 10 0		—	M. Inglis -	5th	"
							M. Lawrie -	2nd	
Edinburgh Canonmills, St. Mary's.	F.C.	20 0 0		49 0 0	W. Wilson -	5th			Feb.
					A. Forrest -	5th			
Edinburgh, (Chalmers').	F.C.	10 0 0		32 10 0	T. Aitken -	1st	A. C. Aimers -	2nd	"
Edinburgh, Dean Chalmers'.	F.C.	13 0 0		30 0 0	J. Thomson -	1st	M. M'Reble -	1st	"

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DINBURGHSHIRE—*cont.*	£ s. d.	£	£ s. d.					
dinburgh (Dr. Thomson's). - F.C.	53 10 0	25	166 0 0	J. Kilgour -	4th	I. M'Caul -	3rd	Feb.
				D. Gloag -	1st	C. Fraser -	3rd	
						J. Denholm -	2nd	
						J. Wilson -	2nd	
						J. Mather -	2nd	
						J. Mathieson -	2nd	
						M. Simpson -	2nd	
						J. A. Ord -	1st	
dinburgh, Foun- F.C. tainbridge.	18 0 0	- -	63 0 0	A. Monfries -	3rd	M. Shearer -	1st	"
				T. Stewart -	1st	M. Adie -	1st	
dinburgh, Free, New North.	18 0 0	- -	- - -	- - -	—	- - -	—	"
dinburgh, Greenside, (Dr. Bell's).	- -	- -	76 0 0	H. Rose -	1st	J. Alcorn -	2nd	April
				W. Wilkie -	1st	J. Fairgrieve -	2nd	
				J. Swanston -	1st			
dinburgh, High- Sess. Church.	11 0 0	- -	- - -	- - -	—	- - -	—	"
dinburgh, Holy- F.C. rood.	35 10 0	- -	124 0 0	J. Watson -	5th	M. Niel -	4th	Feb.
				D. M'Gregor -	5th	C. Stewart -	4th	
				W. White -	3rd	J. Whyte -	1st	
dinburgh (John Street), Industrial.	12 0 0	- -	- - -	- - -	—	- - -	—	"
dinburgh - G.A. (M'Lean's).	15 0 0	- -	15 0 0	J. Dewar -	1st	- - -	—	March
dinburgh, Prac- G.A. tising.	29 0 0	- -	208 10 0	R. Miller -	5th	J. King -	5th	April
				G. Brown -	5th	A. Brash -	5th	
				G. H. Dick -	4th	M. Kello -	5th	
				W. Ferguson -	1st	H. Snow -	5th	
				T. Symon -	1st	B. Hay -	5th	
						E. Winterscall	5th	
						C. Campbell -	5th	
						C. Dow - -	1st	
						A. Wilson -	1st	
						M. C. Scott -	1st	
dinburgh, Model F.C.	107 0 0	25	301 10 0	J. Cairns -	5th	I. Watson -	4th	Jan.
				D. Lawson -	5th	J. Home -	4th	
				P. Rutherford	5th	J. Kennedy -	4th	
				J. Anderson -	4th	M. Campbell -	4th	
				J. Wemyss -	2nd	E. Ferguson -	3rd	
				P. Morison -	2nd	M. Bagg - -	2nd	
				T. Williams -	2nd	M. A. Kenney	2nd	
						M. Gordon -	2nd	
						J. Siddie -	1st	
dinburgh, Niddry Street (Dr. Bell's).	10 0 0	25	125 0 0	P. J. M'Kay -	2nd	M. W. Matthews	2nd	April
				J. Robertson -	2nd	A. Watson -	2nd	
				J. E. Tinsley -	2nd			
				G. L. Dunnett	2nd			
				T. Ness - -	1st			
				J. Dodds -	1st			
dinburgh, North- F.C. ern District.	35 10 0	- -	119 0 0	J. M'Farlane -	4th	R. Clinkscales	5th	Feb.
				F. Braid -	4th	E. Mure -	3rd	
				C. Russell -	3rd			
				P. Slater -	1st			
dinburgh, Original Ragged Industrial.	18 0 0	- -	- - -	- - -	—	- - -	—	April
dinburgh, Pilrig F.C.	16 10 0	- -	46 10 0	G. Henderson	5th	- - -	—	Feb.
				G. Hay -	4th			
dinburgh, Pleas- F.C. ance, Territorial.	12 0 0	- -	51 10 0	J. Craigie -	2nd	E. Gordon -	3rd	"
						R. Torrance -	1st	
dinburgh, St. R.C. Andrew's.	20 0 0	- -	84 10 0	J. M'Laughlin	5th	- - -	—	June
				T. M'Iver -	2nd			
				J. Donlevy -	2nd			
				F. Duffy -	2nd			
				J. Hill - -	1st			
				J. Donaghan -	1st			
				C. Foley - -	1st			

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EDINBURGHSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Edinburgh, St. Andrew's Hall, Model. Epis.	41 10 0	- -	54 10 0	- - -	—	A. Edington -	3rd	March
						M. M'Rannel -	3rd	
						D. M'Kay -	2nd	
Edinburgh, St. Catherine's. R.C.	14 0 0	- -	98 10 0	- - -	—	C. M'Garvie -	4th	June
						E. Collins -	4th	
						M. M'Mahon -	2nd	
						M. Kerr - -	1st	
						J. Hocy - -	1st	
						M. M'Kenna -	1st	
Edinburgh, St. Columba's. Epis.	25 0 0	- -	37 10 0	M. M'Nee -	2nd	S. Wallace -	3rd	March
Edinburgh, St. George's, Local. G.A.	10 0 0	- -	44 0 0	J. Millar -	1st	J. Keddie -	1st	April
						E. Grant -	1st	
Edinburgh, St. George's. Epis.	12 0 0	- -	17 10 0	- - -	—	E. Gibson -	2nd	March
Edinburgh, St. James'. Epis.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Edinburgh, St. John's. Epis.	21 10 0	- -	83 10 0	D. Moir -	3rd	H. Fowler -	3rd	"
				T. Stirrup -	1st	E. Wilson -	2nd	
						C. Young -	1st	
Edinburgh, St. Mary's. Sess.	21 10 0	- -	49 10 0	C. Aird -	3rd	- - -	—	April
				W. E. Steven -	2nd			
				J. Dunnett -	1st			
Edinburgh, St. Mary's. R.C.	16 0 0	- -	155 10 0	- - -	—	M. Barker -	3rd	June
						A. M'Caul -	3rd	
						M. I. Durie -	2nd	
						S. M'Guire -	2nd	
						J. M'Glinchey -	2nd	
						C. Ireland -	2nd	
						T. Rooney -	2nd	
						M. Mooney -	1st	
						I. Devlin -	1st	
						M. J. Keleghen	1st	
Edinburgh, St. Patrick's. R.C	15 0 0	- -	75 0 0	J. Ward -	4th	- - -	—	"
				T. O'Reilly -	4th			
				E. Lynch -	3rd			
				C. Harvey -	1st			
Edinburgh, St. Paul's District. F.C.	56 0 0	- -	116 10 0	W. M'Donald -	3rd	M. Horne -	4th	Feb.
				R. M'Donald -	1st	M. A. Farquharson	4th	
						J. Hume -	2nd	
Edinburgh, St. Paul's (Carruber's Close). Epis.	12 0 0	- -	54 10 0	- - -	—	I. Mackell -	3rd	March
						I. Wilson -	3rd	
						M. Dixon -	2nd	
Edinburgh (Thistle — Street), Maclean's.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Edinburgh, Tolbooth. F.C.	- -	- -	31 10 0	A. Ramsay -	2nd	- - -	—	Feb.
				G. M'Donald -	1st			
Edinburgh, Trinity. Epis.	10 0 0	- -	67 0 0	- - -	—	E. Bowden -	3rd	March
						M. Muir -	2nd	
						M. Farakesly	1st	
						M. Ferguson -	2nd	
Edinburgh, United Industrial.	15 0 0	- -	44 0 0	J. Aird -	5th	- - -	—	April
				N. Sutherland	3rd			
Edmonstone Colliery. G.A.	16 10 0	- -	- - -	- - -	—	- - -	—	"
Edmonstone, Female. G.A.	13 0 0	- -	13 0 0	- - -	—	L. Pringle -	1st	"
Fisherrow - - F.C.	15 0 0	- -	42 0 0	W. Bourhill -	1st	- - -	—	Jan.
				A. Gibson -	1st			
				J. Anderson -	1st			
Gogar, Female G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Juniper Green, Female. G.A.	14 0 0	- -	17 10 0	- - -	—	E. M'Cleish -	2nd	April
Kirkhill - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Lasswade, Whitesbill Colliery, Subscription. G.A.	26 10 0	- -	25 0 0	F. M'Rae -	5th	- - -	—	April

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EDINBURGHSHIRE—*cont.*								
Leith - - - R.C.	15 0 0	- -	34 0 0	P. Nevin -	3rd	- - -	—	June
				H. Fitzpatrick	1st			
Leith (Mariners') F.C.	35 0 0	- -	103 0 0	P. Stewart -	4th	M. Dickson -	4th	Feb.
				R. Duncan	4th	H. H. Peffers -	4th	
				I. Nevin -	3rd			
Leith, St. James' Epis.	31 10 0	- -	47 0 0	J. C. Mein -	3rd	- - -	—	March
				Z. Roberts -	1st			
				A. Anderson -	1st			
Leith, St. John's F.C.	16 0 0	- -	29 0 0	- - -	—	M. M'Nab -	1st	Jan.
						J. C. Rae -	1st	
Leith, South - F.C.	15 0 0	25	31 10 0	J. Anderson -	2nd	- - -	—	Feb.
				D. Taylor -	1st			
Leith, Victoria - F.C.	16 10 0	- -	- - -	- - -	—	- - -	—	Jan.
Loanhead, Subscription.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Meadowbank, Female Industrial G.A.	11 0 0	- -	- - -	- - -	—	- - -	—	"
Morningside (Original). G.A.	21 10 0	25	- - -	- - -	—	- - -	—	March
Morningside - F.C.	31 10 0	- -	34 0 0	T. Kerr -	3rd	- - -	—	Feb.
				D. Hay -	1st			
Musselburgh (Ladies'). G.A.	12 0 0	- -	39 0 0	- - -	—	M. Gullan -	5th	"
						E. Lovimer -	1st	
Nellfield (Infant) G.A.	13 0 0	- -	15 0 0	- - -	—	M. Scott -	1st	April
Newbattle - - Par.	- -	- -	34 0 0	- - -	—	M. Dunlop -	3rd	"
						A. Dunlop -	1st	
Newbattle (Collieries)	28 0 0	- -	44 0 0	- - -	—	A. Taylor -	4th	"
						E. Liddle -	4th	
Newbigging - F.C. (Musselburgh.)	18 0 0	- -	59 10 0	J. Marshall -	4th	- - -	—	Feb.
				W. Fitzgerald -	3rd			
				R. I. Henderson	3rd			
Newhaven Free (Fishermen's Society's.)	10 0 0	- -	31 10 0	- - -	—	M. Hall -	2nd	"
						J. Lyle -	1st	
Newington - - F.C.	20 0 0	- -	26 0 0	J. Marshall -	1st	- - -	—	"
				J. Macarter -	1st			
Penicuick - - G.A.	12 0 0	- -	- - -	- - -	—	- - -	—	April
Penicuick - - F.C.	15 0 0	- -	17 10 0	J. Paterson -	2nd	- - -	—	Feb.
Portobello - - F.C.	20 0 0	- -	20 0 0	J. Ferguson -	3rd	- - -	—	"
Ratho, Female - G.A.	- -	- -	17 10 0	- - -	—	J. Bryce -	2nd	April
Ratho, New, Subscription. G.A.	16 10 0	- -	39 0 0	J. Borthwick -	4th	- - -	—	"
				J. Mitchell -	2nd			
Temple - - F.C.	16 10 0	- -	- - -	- - -	—	- - -	—	Feb.
Wilkieston - - F.C.	15 0 0	- -	49 0 0	M. Aikman -	5th	- - -	—	"
				W. Hay -	5th			
Total - -	1,598 10 0	125	3,827 10 0					
ELGINSHIRE.								
Bishopmill - - G.A.	23 0 0	- -	17 10 0	J. Gray -	2nd	- - -	—	July
Burghead - - G.A.	16 10 0	- -	- - -	- - -	—	- - -	—	"
Elchies - - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Fochabers, (Milnes' Free). G.A.	- -	- -	98 0 0	G. Wilson -	4th	- - -	—	July
				J. Cooper -	4th			
				A. Spence -	4th			
				J. Scott -	3rd			
				J. Forsyth -	2nd			
Forres, Female Industrial.	- -	- -	29 0 0	- - -	—	S. Reid -	1st	"
						M. Grant -	1st	
Hopeman - - G.A.	16 10 0	- -	- - -	- - -	—	- - -	—	"
Lossiemouth - G.A.	15 0 0	- -	31 10 0	A. Duncan -	2nd	- - -	—	"
				A. Goodfellow	1st			
Llanfryd, St. Andrew's. Par.	- -	- -	20 0 0	A. Phyn -	3rd	- - -	—	"
Urquhart - - Par.	- -	- -	15 0 0	J. Inglis -	1st	- - -	—	"
Urquhart - - F.C.	16 10 0	- -	- - -	- - -	—	- - -	—	Oct.
Total - -	102 10 0	- -	211 0 0					

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FIFESHIRE.	£	s.	d.	£		£	s.	d.					
Aberdour - - F.C.	15	0	0	-	-	-	-	-	- - -	—	- - -	—	Nov.
Auchtermuchty, Madras School.	10	0	0	-	-	-	-	-	- - -	—	- - -	—	Oct.
Auchtermuchty F.C.	20	0	0	-	-	42		0	A. Anderson -	1st	- - -	—	Aug.
									J. Mitchell -	1st			
									J. Wilson -	1st			
Balmerino - - Par.	-		-	-	-	17	10	0	W. Henderson	2nd	- - -	—	June
Burntisland Epis.	-		-	-	-	77	10	0	W. Brown -	1st	M. Elder -	3rd	March
											E. Garvie -	2nd	
											J. Dowar -	1st	
											A. Smith -	1st	
Cameron - - Par.	15	0	0	-	-	-	-	-	- - -	—	- - -	—	June
Cupar, Madras Academy. - G.A.	-		-	-	-	137	0	0	P. Rodger -	5th	- - -	—	"
									T. Crighton -	3rd			
									J. Marshall -	2nd			
									W. Fernie -	2nd			
									J. Higgie -	2nd			
									R. Peattie -	2nd			
									J. Bruce -	2nd			
									R. Scott -	2nd			
Denhead, Subscription. G.A.	-		-	-	-	15	0	0	W. Walker -	1st	- - -	—	"
Denino - - G.A.	33	0	0	-	-	-	-	-	- - -	—	- - -	—	"
Dunbog - - Par.	-		-	-	-	20	0	0	J. Cain -	3rd	- - -	—	"
Dunfermline, Abbey. F.C.	16	10	0	-	-	55	0	0	T. Philp -	1st	- - -	—	Aug.
									G. Morris -	1st			
									C. Nisbet -	1st			
									J. Black -	1st			
Dunfermline, Female Industrial.	-		-	-	-	31	10	0	- - -	—	M. A. Thomson	2nd	May
											M. Weir -	1st	
Dunfermline, Golfdrum (M'Lean's). G.A.	15	0	0	-	-	83	0	0	C. Pitblade -	4th	- - -	—	"
									R. Thomson -	2nd			
									R. Hynd -	2nd			
									W. Beveridge -	2nd			
									A. Moodie -	1st			
Dunfermline, St. Leonard's Works.	15	0	0	-	-	-	-	-	- - -	—	- - -	—	"
Dunfermline, Trinity. Epis.	-		-	-	-	31	10	0	G. B. Rennie -	2nd	- - -	—	March
									W. Wilson -	1st			
Dysart, Burgh - Par.	-		-	-	-	29	0	0	T. Mackie -	1st	- - -	—	June
									D. Bogie -	1st			
Earlsferry, Infant, Industrial. F.C.	13	0	0	-	-	15	0	0	- - -	—	M. Glover -	1st	Oct.
Earlsferry, Subscription.	16	10	0	-	-	20	0	0	W. M'Dougal -	1st	- - -	—	May
									A. Fernie -	1st			
Elie - - - G.A.	20	0	0	-	-	15	0	0	J. C. Riddock -	1st	- - -	—	June
Falkland - - Par.	-		-	-	-	54	10	0	J. Lumsden -	5th	- - -	—	"
									W. Kilgour -	2nd			
									A. Livingston -	1st			
Ferry-Port-on-Craig. F.C.	-		-	-	-	57	0	0	D. Ireland -	4th	- - -	—	July
									J. Martin -	3rd			
									M. Berrie -	2nd			
Flockhouse (Auchterderran). F.C.	12	0	0	-	-	17	10	0	- - -	—	H. Muir -	2nd	"
Kemback - - Par.	-		-	-	-	20	0	0	D. Melville -	3rd	- - -	—	June
Kennoway - - G.A.	20	0	0	-	-	74	10	0	G. Dickson -	4th	J. M. Forrester	2nd	"
									J. Brown -	4th			
									W. C. Saunders	1st			
Kilconquhar - Par.	15	0	0	25		17	10	0	J. Cook - -	2nd	- - -	—	May
Kirkaldy (Burgh) G.A.	-		-	-	-	83	0	0	A. Hutchison	3rd	- - -	—	June
									W. Stewart -	2nd			
									T. Renton -	2nd			
									R. Anderson -	2nd			
									J. R. Elder -	2nd			
Ladybank - - G.A.	18	0	0	25		15	0	0	J. Millar -	1st	- - -	—	May
Largo, Durham Charity. G.A.	10	0	0	-	-	15	0	0	- - -	—	J. Thinn -	1st	June

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FORFARSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Broughty Ferry - F.C.	15 0 0	- -	46 10 0	C. K. Watt -	5th	- - -	—	July
				J.M.Robertson	4th			
Broughty Ferry - Sess. (West Ferry).	- -	- -	47 0 0	J. Low - -	2nd	- - -	—	June
				J. Mann -	2nd			
				J. Watson -	1st			
Carnoustie - - F.C.	31 10 0	- -	46 10 0	G. Caird -	2nd	M. Lowson -	1st	July
				J. Smith - -	1st			
Chapelshade - F.C.	- -	- -	15 0 0	D. Spence -	1st	- - -	—	Aug.
Cupar Angus - F.C	21 10 0	- -	49 10 0	J.T.Symington	3rd	- - -	—	July
				A. Robertson -	2nd			
				W. Ferguson -	1st			
Dudhope - - F.C.	16 10 0	- -	39 0 0	J. Wynd -	5th	- - -	—	„
				D. Neish -	1st			
Dundee, General Sess.	21 10 0	- -	178 10 0	A. Watt -	5th	- - -	—	May
				J. Watson -	3rd			
				A. Strachan -	3rd			
				D. Williamson	3rd			
				J. Moir - -	3rd			
				J. Fleming -	1st			
				G. Brown -	1st			
				G. Paterson -	1st			
				W. Calder -	1st			
				J. Dorward -	1st			
				W. Bertie -	2nd			
Dundee (Female) Sess.	10 0 0	- -	113 10 0	- - -	—	H. Newton -	5th	„
						C. Strachan -	4th	
						B. Shepherd -	3rd	
						M. Allan -	3rd	
						C. Barron -	2nd	
						B. Gordon -	2nd	
Dundee, Hilltown F.C.	27 0 0	- -	68 0 0	W. Glass -	5th	J. B. Gibson -	1st	Aug.
				J. M'Intyre -	1st	J. D. Stewart -	1st	
Dundee (Hunter F.C. Street).	12 0 0	- -	58 0 0	D. MacArthur	1st	A. Hutcheson	1st	July
				J. M. Reddie -	1st	J. Paterson -	1st	
Dundee (Rood Epis. Yards).	10 0 0	- -	- - -	- - -	—	- - -	—	June
Dundee, Rosebank Sess.	18 0 0	- -	137 0 0	A. Brown -	4th	A. J. Hind-	5th	July
				W. Murray -	3rd	marsh.		
				W. Owler -	3rd	M. Ritchie -	3rd	
						M. Crichton -	3rd	
						M. Symers -	2nd	
Dundee, St. Andrew's. Sess.	20 0 0	- -	- - -	- - -	—	- - -	—	June
Dundee, St. Andrew's. F.C.	25 0 0	- -	113 10 0	T. Cooper -	5th	J. West -	5th	July
				J. Mackenzie -	5th	M. M. Forbes	4th	
				W. Barrie -	3rd			
Dundee, St. David's F.C.	15 0 0	- -	88 0 0	J. Dewar -	5th	M. M'Laren -	5th	„
				G. M'Hardy -	3rd	E. Bell -	3rd	
Dundee, St. John's F.C.	30 10 0	- -	116 10 0	J. Yule -	5th	M. Boyter -	5th	„
				G. Leslie -	2nd	M. Sime -	5th	
						H. Duncan -	1st	
						I. Gibson -	1st	
Dundee, St. Mary Epis. Magdalene's.	- -	- -	44 10 0	- - -	—	M. Adams -	2nd	June
						A. Sturdy -		
						M. Campbell -		
Dundee, St. Paul's Epis.	- -	- -	47 0 0	W. Kidney -	2nd	- - -	—	„
				H. Paul - -	2nd			
				J. Hunter -	1st			
Dundee, St. Paul's Epis. (Girls).	- -	-	29 0 0	- - -	—	E. B. Low -	1st	„
						E. Low -	1st	
Dundee, St. Peter's F.C.	33 0 0	- -	135 0 0	D. Murray -	5th	A. Burns -	3rd	July
				J. Kennedy -	3rd	A. M'Lagan -	2nd	
				D. Suttie -	2nd	E. Newton -	1st	
				D. Neish -	1st	M. Newton -	1st	
Dundee, Wallace F.C. Town (Juvenile)	- -	- -	31 10 0	D. Ayton -	2nd	- - -	—	„
				A. Lunan -	1st			

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FORFARSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Dundee, Wallace E.C. Town (Infant) Industrial.	11 0 0	- -	87 10 0	- - -	—	A. T. Laird -	5th	July
						A. Duncan -	5th	
						J. Watt - -	4th	
						E. Geddes -	3rd	
						M. A. Petrie - (*Honorary*).	1st	
Dunnichen - F.C.	10 0 0	- -	15 0 0	- - - -	—	M. Robertson	1st	Aug.
Dunnichen - - Par.	15 0 0	- -	36 10 0	J. Stewart -	3rd	- - -	—	June
				R. Addison -	2nd			
Forfar, East, Town End, Free.	18 0 0	- -	75 0 0	T. Cornfoot -	4th	- - -	—	Aug.
				W. Smith -	4th			
				A. Ogilvie -	2nd			
				C. Dorward -	2nd			
Friockheim - G.A.	- -	- -	42 0 0	H. Towns -	1st	- - -	—	June
				J. Dear -	1st			
				J. Tosh -	1st			
Friockheim - - F.C.	20 0 0	- -	31 10 0	W. Jamie -	2nd	- - -	—	July
				J. Mann -	1st			
Inverbrothock - Sess.	- -	- -	82 10 0	A. Coutts -	4th	- - -	—	June
				J. Windram -	4th			
				A. F. Burns -	4th			
				T. D. Ogg -	3rd			
Inverbrothock - F.C.	15 0 0	- -	80 10 0	J. Caird -	4th	- - -	—	July
				A. Milne -	2nd			
				C. Keith -	2nd			
				A. Watt -	1st			
				S. Black -	1st			
Inverkeilor - - Par.	- -	- -	29 0 0	J. Thornton -	1st	- - -	—	June
				A. Smith -	1st			
Kettins - - Par.	12 0 0	- -	17 10 0	- - -	—	I. Henderson	2nd	"
Kirriemuir - Epis.	15 0 0	- -	36 10 0	D. M'Donald -	3rd	- - -	—	March
				J. M'Donald -	2nd			
Ladyloan - - F.C.	21 10 0	- -	109 0 0	R. Scott -	3rd	- - -	—	Aug.
				W. Crockart -	2nd			
				J. Lumgair -	2nd			
				J. Steven -	2nd			
				A. Ramsay -	2nd			
				D. Crockart -	1st			
				A. Williamson	1st			
Letham, Feuars - -	- -	- -	47 0 0	A. Malcolm -	2nd	- - -	—	June
				J. Mitchell -	2nd			
				J. Peter -	1st			
Loanhead - - Sess.	21 10 0	- -	- - -	- - -	—	- - -	—	
Lochie - Sess.	16 10 0	- -	69 10 0	J. Bissett -	5th	- - -	—	"
				D. Peebles -	5th			"
				W. Y. Croll -	4th			
Lochie - - Epis.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Mains - - Par.	21 10 0	- -	- - -	- - -	—	- - -	—	May
Monifieth - - Par.	- -	- -	29 0 0	G. C. Smith -	1st	- - -	—	June
				G. Stephen -	1st			
Monikie, Female F.C.	13 0 0	- -	17 10 0	- - - -	—	B. Robertson -	2nd	July
Montrose - Sess.	16 10 0	- -	85 10 0	J. Brown -	5th	B. Summers -	5th	June
				J. B. Sturrock	5th	J. Summers -	4th	
Montrose - Epis.	25 0 0	- -	100 0 0	D. Swan - -	3rd	A. D. Stewart -	3rd	"
				G. Bountiff -	3rd	E. Nicol -	3rd	
				J. H. Strachan	2nd	H. Straton -	2nd	
Montrose (Dorward's, Seminary, Upper). F.C.	21 10 0	- -	65 0 0	G. Grubb -	2nd	- - -	—	July
				W. Hutton -	2nd			
				J. Young -	2nd			
				J. Steel - -	2nd			
Montrose, St. John's F.C.	32 0 0	- -	107 0 0	D. Clark - -	2nd	J. Taylor -	2nd	"
				W. Law - -	2nd	H. Forbes -	1st	
				J. Leslie - -	2nd	E. Mensie -	1st	
				A. M'Kay -	1st			
Montrose (White's) Free	15 0 0	- -	47 0 0	A. Jolly - -	2nd	- - -	—	May
				A. Fyfe - -	2nd			
Total - -	814 0 0	- -	2,909 0 0	C. Low - -	1st			

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HADDINGTONSHIRE.	£ s. d.	£	£ s. d.					
Barns, East - - G.A.	15 0 0	- -	15 0 0	J. Fraser -	1st	- - -	—	April
Dunbar, Belhaven. F.C.	21 10 0	- -	36 10 0	T. Jaffray -	4th	- - -	—	Feb.
				J. S. Mason -	1st			
Dunbar - Burgh	20 0 0	25	- - -	- - -	—	- - -	—	April
Haddington, Industrial. F.C.	14 0 0	- -	29 0 0	- - -	—	E. Gibson -	1st	Feb.
						A. Lockhart -	1st	
Ormiston - - F.C.	16 10 0	- -	22 10 0	R. Steele -	4th	- - -	—	"
Pencaitland, Newton. G.A.	39 10 0	- -	- - -	- - -	—	- - -	—	April
Pencaitland - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Prestonkirk, Female. - Sess.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Prestonkirk - F.C.	21 10 0	- -	36 10 0	J. Thomson -	3rd	- - -	—	Feb.
				R. Brown -	2nd			
Prestonpans - F.C.	-	- -	62 0 0	H. C. Brown -	4th	- - -	—	"
				R. Merrylees -	4th			
				J. Storie -	3rd			
Tranent - - Par.	-	- -	47 0 0	T. Wood -	2nd	- - -	—	April
				R. Henderson	2nd			
				G. Mimms -	1st			
Tranent - - F.C.	20 0 0	- -	47 0 0	G. Sinclair -	2nd	- - -	—	Jan.
				G. Henderson	2nd			
				A. Simpson -	1st			
Yester - - - F.C.	18 0 0	- -	15 0 0	J. Bowers -	1st	- - -	—	Feb.
Total - -	216 0 0	25	310 10 0					
INVERNESS-SHIRE.								
Aigas, Subscription G.A.	18 0 0	- -	- - -	- - -	—	- - -	—	April
Ardersier - - F.C.	-	- -	44 0 0	A. M'Pherson	4th	- - -	—	June
				C. M'Rae -	4th			
Boleskine - - Par.	-	- -	44 0 0	J. Cameron -	4th	- - -	—	Oct.
				D. M'Donald -	4th			
Camiscross - - G.A.	21 10 0	- -	17 10 0	J. McKinnon -	2nd	- - -	—	Aug.
Cannick Bridge - G.A.	18 0 0	- -	- - -	- - -	—	- - -	—	"
Coldbost - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Culloden - - F.C.	15 0 0	- -	22 10 0	D. M'Bean -	4th	- - -	—	June
Daviot - - - F.C.	18 0 0	- -	34 0 0	C. Cook -	3rd	- - -	—	"
				J. Fraser -	1st			
Dochgarroch - G.A.	-	- -	25 0 0	W. Ferguson -	5th	- - -	—	Aug.
Durinish - - Par.	16 10 0	- -	15 0 0	C. M'Pherson	1st	- - -	—	"
Farraline Park (Bells)	-	- -	160 0 0	J. M'Donald -	4th	- - -	—	"
				H. Fraser -	3rd			
				J. Cameron -	3rd			
				D. M'Donald -	3rd			
				R. Grant -	3rd			
				W. Paterson -	3rd			
				A. Dallas -	2nd			
				W. Clark -	2nd			
				J. Smith -	2nd			
Fort Augustus - G.A.	20 0 0	- -	- - -	- - -	—	- - -	—	May
Fort William - F.C.	18 0 0	- -	- - -	D. M'Phee -	2nd	- - -	—	June
				T. D. Cameron	1st			
Glengary - - G.A.	15 0 0	- -	17 10 0	A. Benton -	2nd	- - -	—	Aug.
Grantown, Grammar	25 0 0	- -	57 0 0	P. Grant -	3rd	- - -	—	"
				J. Fraser -	3rd			
				J. M'Kenzie -	3rd			
Inverness (Model) F.C.	62 10 0	- -	157 10 0	D. M'Pherson	5th	- - -	—	June
				A. M'Leod -	3rd			
				J. B. Fraser -	3rd			
				K. M'Rae -	3rd			
				B. M'Kenzie -	2nd			
				D. Cameron -	2nd			
				A. Fenister -	2nd			
				E. Joass - -	2nd			
				J. Fraser - -	2nd			

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INVERNESS-SHIRE—*cont.*	£ s. d.	£	£ s. d.				
Inverness (the Bishop's). Epis.	15 0 0	- -	31 10 0	- - -	—	S. E. Wilson -	2nd Sept.
						E. Wishart -	1st
Kilmalie - - Par.	- -	- -	34 0 0	J. Campbell -	2nd	- - -	— Aug.
				J. M'Innes -	2nd		
Kilmorack - - Par.	- -	- -	41 0 0	J. Mitchell -	4th	- - -	— "
				J. Campbell -	4th		
Kirkhill - Par.	- -	- -	34 0 0	E. Fraser -	2nd	- - -	— "
				D. Fraser -	2nd		
Kirkhill - - F.C.	15 0 0	- -	20 0 0	J. M'Kenzie -	3rd	- - -	— June
Kylcakin - - G.A.	16 10 0	- -	- - -	- - -	—	- - -	— Aug.
Stratherrick - F.C.	16 10 0	- -	17 10 0	S. Macpherson	2nd	- - -	— June
Strathmairn - Epis.	18 0 0	- -	20 0 0	D. M'Gillivray	3rd	- - -	— Sept.
Total - -	343 10 0	- -	795 0 0				
KINCARDINESHIRE.							
Benholme - - F.C.	18 0 0	- -	31 10 0	R. G. Welsh -	2nd	- - -	— July
				H. Walker -	1st		
Catterline, St. - Epis. Philip's	18 0 0	- -	20 0 0	J. Taylor -	3rd	- - -	— June
Cyrus, St - - F.C.	18 0 0	- -	22 10 0	A. S. Murray -	4th	- - -	— Sept.
Cyrus, St. - - Par.	18 0 0	- -	20 0 0	A. Silver -	3rd	- - -	— July
Cyrus, St. (Porteous, Female). G.A.	12 0 0	- -	17 10 0	- - -	—	M. A. Pearson	2nd "
Cyrus, St. - - G.A. (Stratton's Endowed).	10 0 0	- -	22 10 0	- - -	—	M. Duthie -	4th "
Drumlithie, St. - Epis. John's.	12 0 0	- -	20 0 0	- - -	—	A. Smith -	3rd June
Dunnottar - - Par.	- -	- -	34 0 0	G. Hunter -	2nd	- - -	— July
				J. Torry -	2nd		
Fetteresairn - Par.	21 10 0	- -	39 0 0	A. Cameron -	5th	- - -	— Aug.
				H. Knox -	1st		
Fetteresairn - F.C.	15 0 0	- -	- - -	- - -	—	- - -	— July
Fourdoun - - F.C.	15 0 0	- -	42 10 0	J. Brebner -	4th	C. Alexander -	3rd Sept.
John's Haven G.A. (Female).	- -	- -	17 10 0	- - -	—	W. Bertram -	2nd July
Laurencekirk - Par.	18 0 0	- -	36 10 0	J. Cameron -	3rd	- - -	— "
				J. Wilson -	2nd		
Laurencekirk, Congregational. F.C.	18 0 0	- -	22 10 0	A. Burns -	4th	- - -	— "
Laurencekirk - Epis. (Girls and Infants).	- -	- -	15 0 0	- - -	—	M.R.H.Forshaw	1st June
Marykirk- - Par.	- -	- -	17 10 0	D. Jarvis -	2nd	- - -	— July
Stonehaven - F.C.	21 10 0	- -	17 10 0	R. P. M'Donald	2nd	- - -	— Sept.
Waterlair, Territorial. F.C.	15 0 0	- -	- - -	- - -	—	- - -	— Nov.
Total - -	230 0 0	- -	396 0 0				
KINROSS-SHIRE.							
Fossoway - - Par.	15 0 0	- -	- - -	- - -	—	- - -	— Jan.
Kinross - - F.C.	25 0 0	- -	29 0 0	G. Robb -	1st	- - -	— Aug.
				J. Richardson	1st		
Maryburgh - - G.A.	15 0 0	- -	17 10 0	- - -	—	J. Wishart -	2nd May
Orwell - - - Par.	- -	- -	36 10 0	J. Beveridge -	3rd	- - -	— "
				D. Watson -	2nd		
Portmoak - - F.C.	16 10 0	- -					
Total - -	71 10 0	- -	83 0 0				

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KIRKCUDBRIGHTSHIRE.	£ s. d.	£	£ s. d.					
Bridge of Dee - G.A.	- -	- -	17 10 0	J. Ireland -	2nd	- - -	—	Dec.
Castle Douglas - Par.	16 10 0	- -	57 0 0	J. Johnston -	3rd	- - -	—	"
				J. Thompson -	3rd			
				R. Poole -	3rd			
Castle Douglas - F.C.	- -	- -	47 0 0	W. Blackley -	2nd	- - -	—	"
				W. Wardhaugh	2nd			
				J. Hislop -	1st			
Corsock, Female Industrial.	15 0 0							
Dalbeattie - - Par.	20 0 0	- -	85 0 0	W. Stewart -	5th	- - -	—	"
				J. Ferguson -	5th			
				J. Gordon -	4th			
				J. Hutton -	2nd			
Dalbeattie - - F.C.	- -	- -	36 10 0	J. Riddock -	3rd	- - -	—	"
				W. Brown -	2nd			
Kirkcudbright, Sess. Townend.	15 0 0	- -	29 0 0	J. Gibb - -	1st	- - -	—	"
				J. M'Kerlie -	1st			
Maxwelltown - F.C.	- -	- -	62 0 0	J. S. Elder -	4th	- - -	—	"
				J. S. Houston	4th			
				R. Bell - -	3rd			
Maxwelltown - Burgh	- -	- -	20 0 0	W. Grierson -	3rd	- - -	—	Nov.
Path, Lady Heron Maxwell's G.A.	10 0 0	- -	- - -	- - -	—	- - -	—	"
Rhonehouse-by-Kelton. Par.	- -	- -	36 10 0	J. Palmer -	3rd	- - -	—	"
				J. Herries -	2nd			
Terregles - - Par.	- -	- -	20 0 0	J. Alexander -	3rd	- - -	—	Jan.
Total - -	76 10 0	- -	410 10 0					
LANARKSHIRE.								
Abington (Sir H. Colebrooke's)	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Airdrie, Free West Church. F.C.	39 0 0	- -	86 0 0	J. Strang -	4th	A. Miller -	4th	April
				T. Scott -	1st	M. M'Gregor -	1st	
				A. Robertson	1st			
Airdrie, St. Margaret's. R.C.	25 0 0	- -	83 10 0	W. Maloney -	2nd	M. Maloney -	2nd	June
				J. C. Hanlon -	2nd	I. Delargy -	2nd	
				J. Cunningham	2nd			
Avondale - - Par.	15 0 0	- -	39 0 0	J. Pryde -	3rd	- - -	—	March
				R. Brown -	3rd			
Bishopbridge - G.A.	18 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Blantyre Works -	23 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Bothwell - - Par.	20 0 0	- -	39 0 0	T. Munro -	3rd	- - -	—	"
				W. Breakenridge.	3rd			
Bothwell - - F.C.	23 0 0	- -	49 10 0	A. Paul - -	2nd	- - -	—	March
				R. Barr - -	2nd			
				D. Gray - -	2nd			
Bridgeton - - Par.	- -	- -	15 0 0	W. Young -	1st	- - -	—	Feb.
Bridgeton - - F.C.	15 0 0	- -	83 0 0	D. Gay - -	3rd	- - -	—	March
				D. Gray - -	3rd			
				R. Cunningham	2nd			
				J. Steele - -	2nd			
				M. Reid - -	1st			
Coatbridge - - F.C.	18 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Coatbridge, Dundyvan Works.	38 0 0	25	42 0 0	W. Whitelaw	1st	- - -	—	"
				J. Henderson	1st			
				J. Stark - -	1st			
Coatbridge, St. Patrick's. R.C.	15 0 0	- -	42 0 0	D. M'Aleer -	1st	- - -	—	June
				H. Bannan -	1st			
				W. Gallagher -	1st			
Crosshill, Branch Par	21 10 0	- -	17 10 0	J. Chivers -	2nd	- - -	—	Feb.
Dalziel - - Par.	18 0 0	- -	- - -	- - -	—	- - -	—	"

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LANARKSHIRE—*cont.*	£ s. d.	£	£ s. d.				
Gartsherrie, St. G.A. James'.	23 0 0	- -	57 0 0	S. Somerville -	3rd	- - -	— Feb.
				G. Shaw - -	3rd		
				A. Macaulay -	3rd		
Gartsherrie, St. George's.	15 0 0	- -	- - -	- - -	—	- - -	— "
Gartsherrie, - G.A. Fourth School.	25 0 0	- -	- - -	- - -	—	- - -	— "
Gartsherrie, St. G.A. Mary's,	14 0 0	- -	- - -	- - -	—	- - -	— "
Glasford - - Par.	- -	- -	29 0 0	R. Wilson -	1st	- - -	— March
				J. Gilchrist -	1st		
Glasgow, An- Burgh. derston.	12 0 0	- -	36 10 0	- - -	—	E. Smith -	3rd Feb.
						A. Carlsarns -	2nd
Glasgow (Blue Sess. Vale), Female.	16 0 0	- -	15 0 0	- - -	—	A. M. Duncan	1st "
Glasgow, School G.A. of Industry.	31 10 0	- -	69 0 0	F. Watt -	4th	M. Scath -	5th "
						E. Burns -	4th
Glasgow, College - Par.	16 10 0	- -	15 0 0	J. Forbes -	1st	- - -	— Jan.
Glasgow (Milton F.C. Street).	16 10 0	- -	- - -	- - -	—	- - -	— April
Glasgow, Pinnies- F.C. ton Mission.	- -	- -	81 0 0	J. White -	2nd	E. Smith -	2nd March
				R. Watson -	2nd	C. Rennie -	2nd
				J. Martin -	1st		
Glasgow (Gorbals), Free Mission School.	18 0 0	- -	- - -	- - -	—	- - -	— April
Glasgow, Free - F.C. Tron, Bridgegate.	20 0 0	- -	17 10 0	D. Miller -	2nd	- - -	— March
Glasgow, Highland - Society's.	15 0 0	- -	29 0 0	W. Downie -	1st	- - -	— "
				T. Marshall -	1st		
Glasgow, Milton, G.A.	18 0 0	- -	- - -	- - -	—	- - -	— Feb.
Glasgow, Training G.A.	27 0 0	- -	- - -	- - -	—	- - -	— July
Glasgow, Model - G.A.	35 0 0	- -	105 10 0	Q. Pringle -	5th	- - -	— Feb.
				W. Kyle -	5th		
				P. Stalker -	4th		
				A. Mearns -	4th		
				J. Stevenson -	2nd		
Glasgow, Model - F.C.	82 10 0	- -	607 10 0	J. Miller -	5th	J. Baird -	4th April
				J. Stalker -	5th	J. Duncan -	4th
				M. M'Pherson	4th	M. Harper -	4th
				J. Campbell -	4th	I. Wilson -	4th
				J. Geikie -	4th	E. Drysdale -	4th
				J. M'Birnie -	4th	J. Robertson -	4th
				G. Logan -	4th	J. Caughie -	3rd
				W. Carslaw -	3rd	B. Hogg -	3rd
				J. Mercer -	3rd	E. Lochie -	3rd
				R. Ronald -	3rd	J. Watson -	3rd
				J. Sloane -	3rd	M. Walker -	3rd
				J. R. Watson -	3rd	E. Young -	3rd
				W. Barborer -	2nd	A. Steven -	2nd
				W. Murdoch -	2nd	J. Clark -	2nd
						H. McTaggart	2nd
						M. Binnie -	2nd
						J. A. Kerr -	1st
						M. Kennedy -	1st
						E. M'Keller -	1st
Glasgow, Old Wynd F.C.	30 0 0	- -	15 0 0	- - -	—	J. McFarlane -	1st March
Glasgow, St. - Par. David's.	21 10 0	- -	75 0 0	H. Dickie -	5th	- - -	— Feb.
				W. Brodie -	3rd		
				W. Barron -	3rd		
				J. M'Nicoll -	1st		
Glasgow, St. - Sess. Enoch's.	- -	- -	142 0 0	R. Marshall -	5th	- - -	— Jan.
				A. Watson -	4th		
				A. M'Phee -	4th		
				S. S. Brunton -	3rd		
				J. Carswell -	2nd		
				J. Moir -	2nd		
				A. Brown -	1st		
				J. Robertson -	1st		

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LANARKSHIRE—*cont.*	£	*s.*	*d.*	£		£	*s.*	*d.*						
Glasgow, St. - Sess. Enoch's (Female).	11	0	0	-	-	-	-	-		- - -	—	- - -	—	Jan.
Glasgow, St. - F.C. George's.	30	0	0	25		109	0	0		G. Martin - 4th J. N. M'Raith - 4th A. Alexander - 3rd		M. A. D. Gibson E. Moffat - P. Terras -	2nd 2nd 1st	March
Glasgow, St. - F.C. George's, Kelvin Street.	29	0	0	25		95	0	0		D. M'Donald - 4th J. Graham - 3rd R. Brown - 3rd R. Wylie - 1st		E. Cameron -	4th	April
Glasgow, St. - G.A. John's (Chalmer's Street).	-		-	25		60	10	0		J. A. Buchanan 1st A. Cairns - 1st		I. M'Call - M. Main -	2nd 1st	March
Glasgow, St. John's, (Young Street).	15	0	0	-	-	36	10	0		A. Massie - 3rd D. Borland - 2nd		- - -	—	Feb.
Glasgow, St. Sess. John's (Young Street), Female.	-		-	-	-	29	0	0		- - -	—	J. Millar - E. Grant -	1st 1st	"
Glasgow, St. - F.C. John's.	15	0	0	-	-	72	10	0		J. Thompson - 4th J. Ferguson - 3rd R. Paterson - 2nd J. Weir - - 2nd		- - -	—	April
Glasgow, St. - R.C. John's (Girls).	-		-	-	-	57	10	0		- - -	—	C. M'Dermott M. Prior - A. Brannan - M. M'Pherson	2nd 1st 1st 1st	June
Glasgow, St. - R.C. John's (Boys).	15	0	0	-	-	42	0	0		P. Coulan - 1st J. M'Grorty - 1st J. Rayter - 1st		- - -	—	"
Glasgow, St. - R.C. Joseph's.	-		-	-	-	29	0	0		- - -	—	M. M'Lean - R. Campbell -	1st 1st	"
Glasgow, Calton, R.C. St. Mary's.	-		-	-	-	203	10	0		P. Keenan - 5th J. M'Kenna - 3rd C. Aitken - 3rd D. Ferguson - 3rd T. M'Haffie - 3rd		M. Dougherty E. Leslie - M. Quinn - M. Easton - M. A. Johnstone	5th 5th 4th 4th 2nd	"
Glasgow, St. - Sess. Matthew's.	35	0	0	25		118	0	0		D. W. Murdoch 5th G. Ness - - 4th R. Edmiston - 3rd W. Waddell - 2nd D. M'Callum - 2nd		M. Barclay -	4th	Jan.
Glasgow, St. Matthew's (Bishop Street).	Sess. 20	0	0	-	-	-	-	-		- - -	—	- - -	—	"
Glasgow, St. - F.C. Matthew's.	35	10	0	-	-	49	10	0		- - -	—	I. Todd - C. Robertson - M. Aitchison -	3rd 2nd 1st	April
Glasgow, St. - R.C. Mungo's (Girls).	-		-	-	-	88	0	0		- - -	—	M. A. Macdonald M. Coad - M. Burns - M. Walters - E. M'Donald -	4th 4th 2nd 2nd 1st	June
Glasgow, St. - R.C. Mungo's (Boys).	-		-	-	-	20	0	0		P. Conry - 3rd		- - -	—	"
Glasgow, St. Paul's, Industrial.	12	0	0	-	-	-	-	-		- - -	—	- - -	—	Feb.
Glasgow, St. - Sess. Peter's.	16	10	0	25		17	10	0		W. Greer - 2nd		- - -	—	Jan.
Glasgow, St. - F.C. Peter's.	16	10	0	50		93	0	0		D. Cameron - 4th G. S. Mitchell 5th T. J. Armstrong 2nd G. Ballardie - 2nd M. Biggar - 2nd		- - -	—	April
Glasgow (Bishop's) Epis.	18	0	0	-	-	69	10	0		H. M'Coll - 3rd T. Longwell - 3rd A. Todd - - 1st		C. Bleaklie -	2nd	Dec.
Glasgow, Woodside F.C.	15	0	0	-	-	22	10	0		T. Carruthers - 4th		- - -	—	April

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LANARKSHIRE—*cont.*	£	s.	d.	£			£	s.	d.					
Gartsherrie, St. G.A. James'.	23	0	0	-	-		57	0	0	S. Somerville -	3rd	- - -	—	Feb
										G. Shaw - -	3rd			
										A. Macaulay -	3rd			
Gartsherrie, St. George's.	15	0	0	-	-		-	-	-	- - -	—	- - -	—	"
Gartsherrie, - G.A. Fourth School.	25	0	0	-	-		-	-	-	- - -	—	- - -	—	"
Gartsherrie, St. G.A. Mary's,	14	0	0	-	-		-	-	-	- - -	—	- - -	—	"
Glasford - - Par.	-		-	-	-		29	0	0	R. Wilson -	1st	- - -	—	Marc
										J. Gilchrist -	1st			
Glasgow, An- Burgh. derston.	12	0	0	-	-		36	10	0	- - -	—	E. Smith -	3rd	Feb
												A. Carbarns -	2nd	
Glasgow (Blue Sess. Vale), Female.	16	0	0	-	-		15	0	0	- - -	—	A. M. Duncan	1st	"
Glasgow, School G.A. of Industry.	31	10	0	-	-		69	0	0	F. Watt -	4th	M. Seath -	5th	"
												E. Burns -	4th	
Glasgow, College - Par.	16	10	0	-	-		15	0	0	J. Forbes -	1st	- - -	-	Jan
Glasgow (Milton F.C. Street).	16	10	0	-	-		-	-	-	- - -	—	- - -	—	Apr
Glasgow, Pinnies- F.C. ton Mission.	-		-	-	-		81	0	0	J. White -	2nd	E. Smith -	2nd	Marc
										R. Watson -	2nd	C. Rennie -	2nd	
										J. Martin -	1st			
Glasgow (Gorbals), Free Mission School.	18	0	0	-	-		-	-	-	- - -	—	- - -	—	Apr
Glasgow, Free - F.C. Tron, Bridgegate.	20	0	0	-	-		17	10	0	D. Miller -	2nd	- - -	—	Marc
Glasgow, Highland - Society's.	15	0	0	-	-		29	0	0	W. Downie -	1st	- - -	—	"
										T. Marshall -	1st			
Glasgow, Milton, G.A.	18	0	0	-	-		-	-	-	- - -	—	- - -	—	Feb
Glasgow, Training G.A.	27	0	0	-	-		-	-	-	- - -	—	- - -	—	Jul
Glasgow, Model - G.A.	35	0	0	-	-		105	10	0	Q. Pringle -	5th	- - -	—	Feb
										W. Kyle -	5th			
										P. Stalker -	4th			
										A. Mearns -	4th			
										J. Stevenson -	2nd			
Glasgow, Model - F.C.	82	10	0	-	-		207	10	0	J. Miller -	5th	J. Baird -	4th	Apr
										J. Stalker -	5th	J. Duncan -	4th	
										M. M'Pherson	4th	M. Harper -	4th	
										J. Campbell -	4th	I. Wilson -	4th	
										J. Geikie -	4th	E. Drysdale -	4th	
										J. M'Birnie -	4th	J. Robertson -	4th	
										G. Logan -	4th	J. Caughie -	3rd	
										W. Carslaw -	3rd	B. Hogg -	3rd	
										J. Mercer -	3rd	E. Lochie -	3rd	
										R. Ronald -	3rd	J. Watson -	3rd	
										J. Sloane -	3rd	M. Walker -	3rd	
										J. R. Watson -	3rd	E. Young -	3rd	
										W. Barbarer -	2nd	A. Steven -	2nd	
										W. Murdoch -	2nd	J. Clark - -	2nd	
												H. McTaggart	2nd	
												M. Binnie -	2nd	
												J. A. Kerr -	1st	
												M. Kennedy -	1st	
												E. M'Keller -	1st	
Glasgow, Old Wynd F.C.	30	0	0	-	-		15	0	0	- - -	—	J. McFarlane -	1st	Mar
Glasgow, St. - Par. David's.	21	10	0	-	-		75	0	0	H. Dickie -	5th	- - -	—	Feb
										W. Brodie -	3rd			
										W. Barron -	3rd			
										J. M'Nicoll -	1st			
Glasgow, St. - Sess. Enoch's.	-		-	-	-		142	0	0	R. Marshall -	5th	- - -	—	Jan
										A. Watson -	4th			
										A. M'Phee -	4th			
										S. S. Brunton -	3rd			
										J. Carswell -	2nd			
										J. Moir - -	2nd			
										A. Brown -	1st			
										J. Robertson -	1st			

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LANARKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Glasgow, St. - Sess. Enoch's (Female).	11 0 0	- -	- - -	- - -	-	- - -	-	Jan.
Glasgow, St. - F.C. George's.	30 0 0	25	100 0 0	G. Martin -	4th	M. A. D. Gibson	2nd	March
				J. N. M'Raith -	4th	E. Moffat -	2nd	
				A. Alexander -	3rd	P. Terras -	1st	
Glasgow, St. - F.C. George's, Kelvin Street.	29 0 0	25	95 0 0	D. M'Donald -	4th	E. Cameron -	4th	April
				J. Graham -	3rd			
				R. Brown -	3rd			
				R. Wylie -	1st			
Glasgow, St. - G.A. John's (Chalmer's Street).	- -	25	60 10 0	J. A. Buchanan	1st	I. M'Call -	2nd	March
				A. Cairns -	1st	M. Main -	1st	
Glasgow, St. John's, (Young Street).	15 0 0	- -	36 10 0	A. Massie -	3rd	- - -	—	Feb.
				D. Borland -	2nd			
Glasgow, St. Sess. John's (Young Street), Female.	- -	- -	20 0 0	- - -	—	J. Millar -	1st	"
						E. Grant -	1st	
Glasgow, St. - F.C. John's.	15 0 0	- -	72 10 0	J. Thompson -	4th	- - -	—	April
				J. Ferguson -	3rd			
				R. Paterson -	2nd			
				J. Weir - -	2nd			
Glasgow, St. - R.C. John's (Girls).	- -	- -	57 10 0	- - -	—	C. M'Dermott	2nd	June
						M. Prior - -	1st	
						A. Brannan -	1st	
						M. M'Pherson	1st	
Glasgow, St. - R.C. John's (Boys).	15 0 0	- -	42 0 0	P. Coulan -	1st	- - -	—	"
				J. M'Grorty -	1st			
				J. Rayter -	1st			
Glasgow, St. - R.C. Joseph's.	- -	- -	20 0 0	- - -	—	M. M'Lean -	1st	"
						R. Campbell -	1st	
Glasgow, Calton, R.C. St. Mary's.	- -	- -	203 10 0	P. Keenan -	5th	M. Dougherty	5th	"
				J. M'Kenna -	3rd	E. Leslie -	5th	
				C. Aitken -	3rd	M. Quinn -	4th	
				D. Ferguson -	3rd	M. Easton -	4th	
				T. M'Haffie -	3rd	M. A. Johnstone	2nd	
Glasgow, St. - Sess. Matthew's.	35 0 0	25	118 0 0	D. W. Murdoch	5th	M. Barclay -	4th	Jan.
				G. Ness - -	4th			
				R. Edmiston -	3rd			
				W. Waddell -	2nd			
				D. M'Callum -	2nd			
Glasgow, St. Matthew's (Bishop Street).	20 0 0	- -	- - -	- - -	—	- - -	—	"
Glasgow, St. - F.C. Matthew's.	35 10 0	- -	49 10 0	- - -	—	I. Todd - -	3rd	April
						C. Robertson -	2nd	
						M. Aitchison -	1st	
Glasgow, St. - R.C. Mungo's (Girls).	- -	- -	88 0 0	- - -	—	M. A. Macdonald	4th	June
						M. Coad - -	4th	
						M. Burns -	2nd	
						M. Walters -	2nd	
						E. M'Donald -	1st	
Glasgow, St. - R.C. Mungo's (Boys).	- -	- -	20 0 0	P. Conry -	3rd	- - -	—	"
Glasgow, St. Paul's, Industrial.	12 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Glasgow, St. - Sess. Peter's.	16 10 0	25	17 10 0	W. Greer -	2nd	- - -	—	Jan.
Glasgow, St. - F.C. Peter's.	16 10 0	50	93 0 0	D. Cameron -	4th	- - -	—	April
				G. S. Mitchell	5th			
				T. J. Armstrong	2nd			
				G. Ballardie -	2nd			
				M. Biggar -	2nd			
Glasgow (Bishop's) Epis.	18 0 0	- -	69 10 0	H. M'Coll -	3rd	C. Bleaklie -		
				T. Longwell -	3rd			
				A. Todd - -	1st	-		
Glasgow, Woodside F.C.	15 0 0	- -	22 10 0	T. Carruthers -	4th	-		

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LANARKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Gorbals, East, (Territorial). - F.C.	26 10 0	25	29 0 0	- -	—	E. Dawson A. White	1st 1st	April
Gorbals (Youths) Par.	- -	- -	72 10 0	W. Steel A. M'Clymont J. A. Stewart A. Murray	4th 3rd 3rd 1st	- - -	—	Jan.
Govan - - F.C.	- -	- -	54 10 0	J. B. M'Donald J. Dunlop N. Hunter	4th 3rd 1st	- - -	—	April
Hamilton, St. John's F.C.	20 0 0	- -	103 10 0	J. Hastie D. C. Barr A. M'Fie C. Wilson J. Richmond W. Andrews	5th 3rd 3rd 2nd 1st 1st	- - -	—	March
Jerviston - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Kelvinhaugh - Sess.	30 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Kilbride, East - Par.	16 10 0	- -	47 0 0	T. Wilson W. Paterson D. Caldewood	3rd 1st 1st	- - -	—	,,
Lanark - Burgh	31 10 0	- -	20 0 0	A. Gray	3rd	- - -	—	Feb.
Lanark, S. Leonard's (Subscription).	20 0 0	- -	29 0 0	W. Muir A. Thomson	1st 1st	- - -	—	Jan.
Leadhills - G.A.	25 0 0	- -	17 10 0	T. Weir	2nd	- - -	—	Feb.
Maryhill - - F.C.	16 10 0	- -	20 0 0	R. M'Indoe	3rd	- - -	—	April
Maxwellton, Endowed. Par.	15 0 0	- -	29 0 0	J. Hamilton J. Smith	1st 1st	- - -	—	Feb.
Monklands, Old - Par.	- -	- -	15 0 0	T. Braidwood	1st	- - -	—	Jan.
Partick - - F.C.	15 0 0	- -	15 0 0	J. Paton	1st	- - -	—	March
Roberton - F.C.	11 0 0	- -	- - -	- - -	—	- - -	—	,,
Rutherglen - F.C.	23 0 0	50	29 0 0	J. Dunn J. Shields	1st 1st	- - -	—	March
Shotts - - F.C.	- -	- -	20 0 0	J. Waddell	3rd	- - -	—	April
Springburn (Murdoch's). G.A.	23 0 0	- -	- - -	- - -	—	- - -	—	March
Stonehouse - Par.	- -	- -	15 0 0	J. Borland	1st	- - -	—	,,
Stonehouse - F.C.	- -	- -	25 0 0	A. Thomson	5th	- - -	—	April
Wellpark - - F.C.	21 10 0	- -	- - -	- - -	—	- - -	—	,,
Total - -	1,338 0 0	275	3,544 0 0					
LINLITHGOWSHIRE.								
Abercorn - - F.C.	- -	- -	24 0 0	S. Barclay	5th	- - -	—	Feb.
Bathgate - - Par.	- -	- -	52 0 0	W. Calder W. Gordon W. Angus	3rd 2nd 2nd	- - -	—	April
Bo'ness (Infant) - G.A.	10 0 0	- -	- - -	- - -	—	- - -	—	,,
Carriden - - Par.	10 0 0	- -	44 0 0	- - -	—	J. Munro J. Todd	4th 4th	,,
Grangepans, Subscription. G.A.	16 10 0	- -	77 10 0	D. Glass J. Abercrombie A. Shand R. Tayler	5th 5th 2nd 1st	- - -	—	,,
Kirkliston - - F.C.	15 0 0	- -	39 0 0	A. Scott J. Wardrop	3rd 3rd	- - -	—	Feb.
Linlithgow - - F.C.	- -	- -	39 0 0	J. Wilson A. Brown	3rd 3rd	- - -	—	March
Queensferry - Burgh	21 10 0	- -	- - -	- - -	—	- - -	—	April
Torphichen - - Par.	- -	- -	41 10 0	A. Kirkpatrick J. Russell	4th 3rd	- - -	—	,,
Whitedalehead, (Wilson's) Endowed. G.A.	- -	- -	31 10 0	R. Calder J. Wood	2nd 1st	- - -	—	,,
Total - -	73 0 0	- -	348 10 0					

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NAIRNSHIRE.	£ s. d.	£	£ s. d.			
Auldearn, Innes - F.C.	21 10 0	- -	- - -	- - - —	- - - —	Oct.
Cawdor - - Par.	20 0 0	- -	- - -	- - - —	- - - —	July
Nairn - - - F.C.	15 0 0	- -	49 10 0	A. M'Lean - 4th A. M'Donald - 1st J. W. A. Harper 1st	- - - —	Oct.
Nairn - - - G.A.	15 0 0	- -	17 10 0	J. Fraser - 2nd	- - —	Jan.
Total - -	71 10 0	- -	67 0 0			
ORKNEY.						
Sabiston - - G.A.	21 10 0	- -	- - -	- - - —	- - - —	Aug.
Standwick - - Par.	- -	- -	20 0 0	J. Irvine - 3rd	- - - —	"
Skelwick (Society's School). F.C.	20 0 0	- -	- - -	- - - —	- - - —	Sept.
Stromness, Congregational. F.C.	16 10 0	- -	36 10 0	W. Malcolm - 3rd S. Hourston - 2nd	- - - —	May
Total - -	58 0 0	- -	56 10 0			
PEEBLESSHIRE.						
Inverleithen - F.C.	25 0 0	- -	- - -	- - - —	- - - —	Feb.
Linton, West - Epis.	10 0 0	- -	17 10 0	- - - 3rd	A. Watson - 2nd	Dec.
Peebles - - F.C.	- -	- -	20 0 0	J. Foster - —	- - - —	"
Total - -	35 0 0	- -	37 10 0			
PERTHSHIRE.						
Acharn - - F.C.	21 10 0	- -	39 0 0	J. Cameron - 3rd J. M'Kerchar - 3rd	- - - —	Aug.
Aldgirnaig - - G.A.	18 0 0	- -	40 0 0	J. M'Beath - 5th W. Stewart - 5th	- - - —	May
Alyth, Industrial	12 0 0	- -	- - -	- - - —	- - - —	"
Alyth, Female - Epis.	- -	- -	29 0 0	- - - —	H. Low - - 1st A. M'Lauchlan 1st	March
Alyth - - - F.C.	- -	- -	87 10 0	J. Johnstone - 5th D. G. Kinmond 5th D. Ewart - 4th J. Cameron - 3rd	- - - —	Aug.
Amulree - - F.C.	15 0 0	- -	- - -	- - - —	- - - —	"
Auchterarder, (Sheddan's Charity).	- -	- -	29 0 0	P. R. Moncrieff 1st P. Sinclair - 1st	- - - —	May
Blair Atholl - - Par.	23 0 0	- -	39 0 0	J. Robertson - 4th R. M'Diarmid 2nd	- - - —	"
Blair Drummond G.A.	15 0 0	- -	15 0 0	- - - —	C. M'Leod - 1st	March
Blairgowrie - - Par.	- -	- -	57 0 0	W. Lamont - 5th A. Stewart - 3rd P. M'Kenzie - 1st	- - - —	May
Blairgowrie - - F.C.	26 0 0	- -	85 0 0	T. Stewart - 5th D. Bisset - 4th D. Miller - 4th W. Cowan - 3rd	- - - —	Aug.
Blairgowrie, St. Catherine's. - Epis.	10 0 0	- -	15 0 0	- - - —	H. Stephenson 1st	March
Bredalbane, (Aberfeldy). F.C.	27 10 0	- -	78 0 0	A. Blaikie - 3rd A. Campbell - 2nd R. M'Laren - 2nd R. M'Gregor - 1st J. Dewar - 1st	- - - —	Aug.
Bridge of Earn - F.C.	25 0 0	- -	34 0 0	J. King - - 2nd J. Rutherford 2nd	- - - —	July
Callander - - F.C.	23 0 0	- -	64 10 0	W. Buchanan - 5th J. M'Arthur - 4th P. Ferguson - 3rd	- - - —	"

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PERTHSHIRE—*cont.*	£ s. d.	£	£ s. d.				
Cray - - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	— Oct.
Crieff, St. - Epis. Michael's.	- -	- -	17 10 0	- - -	—	A. Boyd - -	2nd March
Crieff, Taylors' Institution. - -	- -	- -	39 0 0	J. Munro -	3rd	- - -	— June
				T. Cumming -	3rd		
Culross - - -	20 0 0	- -	39 0 0	J. H. Harrower	3rd	- - -	— "
				D. Haig -	3rd		
Culross, Geddes - G.A.	25 0 0	- -	46 10 0	J. Fairley -	5th	- - -	— Aug.
				W. King -	4th		
Cupar, Angus Epis.	10 0 0	- -	17 10 0	- - -	—	J. Anderson -	2nd March
Doune - - - F.C.	34 0 0	- -	54 0 0	W. W. M'Innes	3rd	J. Thomson -	2nd Aug.
				R. Allan -	2nd		
Dumblane - - Par.	- - -	- -	59 10 0	J. Reid -	4th	- - -	— June
				L. Graham -	4th		
				W. Graham -	2nd		
Dumblane - - F.C.	18 0 0	- -	34 0 0	J. Malcolm -	3rd	- - -	— Aug.
				J. Barbour -	1st		
Dunblane - - Epis.	10 0 0	- -	15 0 0	- - -	—	C. Neilson -	1st "
Dunkeld, Little - Par.	- -	- -	22 10 0	J. Gow - -	4th	- - -	— June
Dunkeld, Royal - G.A.	- -	- -	17 10 0	D. S. Stewart -	2nd	- - -	— May
Dunkeld, (Duchess of Atholl's), Industrial. G.A.	14 0 0	- -	15 0 0	- - -	—	E. Young -	1st "
Errol - - - F.C.	25 0	- -	39 0 0	A. Murray -	3rd	- - -	— July
				P. Anton -	3rd		
Inchture - Par.	15 0 0	- -	15 0 0	R. C. Coleman	1st	- - -	— June
Killichonan - G.A.	15 0 0	- -	- - -	- - -	—	- - -	— "
Killin - - F.C.	25 0 0	- -	- - -	- - -	—	- - -	— Aug.
Kilmadock - - Par.	- -	- -	39 0 0	J. Borrowman	3rd	- - -	— June
				T. M'Ewen -	3rd		
Kinbuck, Village -	21 10 0	- -	20 0 0	J. Cullen -	3rd	- - -	— "
Kincardine on Forth, (Baroness Keith's).	11 0 0	- -	41 10 0	J. S. Gibb -	4th	- - -	— "
				E. M'Nie -	3rd		
Kinfauns - - F.C.	15 0 0	- -	17 10 0	W. Dingwall -	2nd	- - -	— Aug.
Kinlock Rannoch, Parliamentary.	- -	- -	17 10 0	J. M'Gregor -	2nd	- - -	— May
Kinnaird - - Par.	15 0 0	- -	41 10 0	W. M'Leish -	4th	- - -	— June
				W. Gillis -	3rd		
Kirkmichael - F.C.	20 0 0	- -	15 0 0	J. Butter -	1st	- - -	— Aug.
Lochearnhead - G.A.	15 0 0	- -	- - -	- - -	—	- - -	— June
Lochearnhead - F.C.	20 0 0	- -	20 0 0	A. Angus -	3rd	- - -	— Aug.
Logierait - - F.C.	18 0 0	- -	- - -	- - -	—	- - -	— "
Meickleour - Par.	15 0 0	- -	- - -	- - -	—	- - -	— June
Methven - - F.C.	15 0 0	- -	20 0 0	D. Taylor -	3rd	- - -	— Aug.
Monzievaird and Strowan. Par.	- -	- -	17 10 0	A. Murray -	2nd	- - -	— June
Moulin - - - Par.	- -	- -	15 0 0	G. Aitkin -	1st	- - -	— May
Muckart - - Par.	- -	- -	17 10 0	J. Saunders -	2nd	- - -	— June
Muthill - - F.C.	- -	- -	22 10 0	S. Tully -	4th	- - -	— Aug.
Perth, Cathedral, Epis. Free.	- -	- -	17 10 0	W. Scott -	2nd	- - -	— March
Perth, East Parish, G.A. Congregational.	20 0 0	25	78 0 0	D. Ferguson -	2nd	- - -	— June
				H. Fisken -	2nd		
				R. Kerr - -	2nd		
				J. M'Naughton	2nd		
				D. M'Kay -	1st		
Perth (Infant) - Par.	10 0 0	- -	91 0 0	- - -	—	E. A. Seton -	1st "
						G. Miller -	1st
						C. Mason -	3rd
						M. A. Mearns	3rd
						A. Ferguson -	5th
Perth (Middle - Scss. Parish).	16 10 0	- -	52 0 0	E. Fleming -	3rd	- - -	— May
				D. Muckersie	3rd		
				J. Anderson -	1st		
Perth (New Row), National.	15 0 0	- -	57 0 0	W. Shepherd -	4th	- - -	— June
				D. Robertson -	4th		
				G. Forbes - -	1st		

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PERTHSHIRE—*cont.*	£ s. d.	£	£ s. d.			
Perth, St. Leonard's. - F.C.	15 0 0	- -	34 0 0	C. Mann - 2nd W. Clunie - 2nd	- - - —	Aug.
Perth, St. Ninian's. - Epis.	15 0 0	- -	- - -	- - - —	- - - —	March
Perth (Stewart's), Free Trade. -	20 0 0	- -	36 10 0	T. Crawford - 3rd J. Johnston - 2nd	- - - —	June
Perth, Territorial, Mission School. F.C.	- -	- -	29 0 0	P. Gloag - 1st J. Macfarlane 1st	- - - —	Aug.
Perth, Watergate, National.	16 10 0	- -	20 0 0	J. Kettie - 3rd	- - - —	June
Perth, West - Sess. Church.	21 10 0	- -	- - -	- - - —	- - - —	"
Perth, West - - F.C	30 0 0	- -	118 10 0	J. Gloag - 4th T. Smith - 3rd J. Bridges - 2nd T. Bryson - 2nd A. Shaw - 2nd J. Maclaughlan 1st	A. Miller - - 2nd	July
Pitcairn Green - F.C.	15 0 0	- -	15 0 0	D. Dougall - 1st	- - - —	Aug.
Pitlochry - - G.A.	25 0 0	- -	44 0 0	J. Walker - 5th A. Duff - 3rd	- - - —	May
Scone - - - F.C.	15 0 0	- -	31 10 0	G. Anderson - 2nd A. Stewart - 1st	- - - —	Aug.
Stanley, Auxiliary Par.	15 0 0	- -	- - -	- - - —	- - - —	May
Stanley - - F.C.	16 10 0	- -	36 10 0	A. Flemm - 3rd A. McMillan - 2nd	- - - —	Aug.
Strathfock - - G.A.	15 0 0	- -	20 0 0	A. Stewart - 3rd	- - - —	June
Strowan, (Society's). G.A.	- -	- -	22 10 0	P. Macdonald - 4th	- - - —	"
Trinity Gask - Par.	15 0 0	- -	- - -	- - - —	- - - —	"
Tullibardine - G.A.	16 10 0	- -	15 0 0	T. M'Logan - 1st	- - - —	"
Woodside, (near Cupar Angus). F.C.	- -	- -	25 0 0	A. Souter - 5th	- - - —	July
Total - -	920 0 0	25	2,099 10 0			
RENFREWSHIRE.						
Busby - - - G.A.	21 10 0	25	42 0 0	D. Dalrymple 1st J. Fulton - 1st A. Thom - 1st	- - - —	Feb.
Catheart - - Par.	15 0 0	- -	31 10 0	J. Wilson - 2nd J. C. Christie - 1st	- - - —	"
Eastwood - - Par.	21 10 0	- -	- - -	- - - —	- - - —	"
Greenock, East - Epis.	33 0 0	- -	46 10 0	J. Ruthven - 1st D. McRae - 1st	I. Stewart - 2nd	Dec.
Greenock, West - Epis.	18 0 0	- -	- - -	- - - —	- - - —	"
Houshill, Endowed. - G.A.	16 0 0	- -	36 10 0	- - - —	J. Sampson - 4th F. Hosie - 1st	Feb.
Houston - - F.C.	21 10 0	- -	39 0 0	R. Stevenson - 5th J. Gardner - 1st	- - - —	April
Houston and Killellan. Par.	21 10 0	- -	- - -	- - - —	- - - —	Feb.
Kilbarchan, Female -	15 0 0	- -	15 0 0	- - - —	C. H. Stark - 1st	"
Ladyburn, Subscription. F.C.	16 10 0	- -	15 0 0	J. Wood - - 1st	- - - —	"
Lochwinnoch, Female Industrial.	10 0 0	- -	- - -	- - - —	- - - —	April
Lochwinnoch - Par.	15 0 0	- -	20 0 0	A. T. Cadd - 3rd	- - - —	Jan.
Mearns - - Par.	- -	- -	39 0 0	J. Wilson - 5th A. Strang - 1st	- - - —	Feb.
Oswald - - F.C.	18 0 0	- -	- - -	- - - —	- - - —	April
Paisley, Abbey - G.A. Parish (Dickson's).	29 0 0	- -	- - -	- - - —	- - - —	Feb.
Paisley, Carbrooke Sess. Street.	16 10 0	- -	39 10 0	J. Fraser - 4th G. Dick - 3rd J. Andrew - 3rd	- - - —	"

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RENFREWSHIRE—*cont.*	£ s. d.	£	£ s. d.				
Paisley, Causeyside Sess.	21 10 0	- -	54 10 0	J. Gavin -	3rd	- - -	— Jan.
				A. Mack -	3rd		
				E. M'Larty -	2nd		
Paisley, Free, F.C. High Church, Congregational.	18 0 0	- -	- - -	- - -	—	- - -	— April
Paisley, (George Sess. Street).	16 16 0	- -	29 0 0	M. M'Phee -	1st	- - -	— Feb.
				J. Harvey -	1st		
Paisley, Neilson, Educational Institution.	15 0 0	- -	- - -	- - -	—	- - -	— Jan.
Paisley, Middle, (Hunter Street) Female Industrial.	11 0 0	- -	- - -	- - -	—	- - -	— Feb.
Paisley (Miss Stow's), Industrial and Moral Training School.	25 0 0	- -	70 0 0	- - -	—	I. Stewart -	3rd March
						L. Grierson -	3rd
						A. Wilson -	3rd
						J. Brown -	1st
Paisley, Ragged - G.A.	21 10 0	- -	- - -	- - -	—	- - -	— Feb.
Paisley, Free, - F.C. South Church, (Steventon Street).	15 0 0	- -	15 0 0	J. Robson -	3rd	- - -	— April
Pollockshaws - Burgh	20 0 0	- -	59 10 0	J. M'Farlane -	4th	- - -	— Feb.
				T. Biggar -	3rd		
				J. Barles - -	3rd		
Port Glasgow, - G.A. Industrial.	10 0 0	- -	- - -	- - -	—	- - -	— Jan.
Port Glasgow, - F.C. Juvenile.	- -	- -	59 10 0	W. Urquhart -	4th	- - -	— April
				J. Robertson -	3rd		
				W. Rattray -	3rd		
Renfrew, Female, Old Burgh.	12 0 0	- -	- - -	- - -	—	- - -	— Feb.
Uplawmoor, Public -	16 10 0	- -	- - -	- - -	—	- - -	— March
Total - -	490 0 0	25	631 10 0				
ROSS-SHIRE.							
Achnagait - G.A.	15 0 0	- -	15 0 0	W. Jackson -	1st	- - -	— Aug.
Alness - - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	— June
Arpafeelie - - Epis.	- -	- -	20 0 0	K. McDonald -	3rd	- - -	— Sept.
Aultbea - - G.A.	16 10 0						
Conon - - F.C.	15 0 0	- -	17 10 0	D. M'Intosh -	2nd	- - -	— June
Cromarty - - F.C.	40 0 0	- -	- - -	- - -	—	- - -	—
Culish - - - F.C.	16 10 0	- -	31 10 0	K. Elder -	2nd	- - -	— May
				D. Allison -	1st		
Cullicudden - F.C.	16 10 0	- -	44 0 0	A. M'Donald -	4th	- - -	— June
				J. M'Donald -	4th		
Dingwall - - F.C.	15 0 0	- -	72 10 0	J. Rose -	3rd	- - -	— "
				A. Davidson -	3rd		
				J. Bain -	3rd		
				A. Finlayson -	2nd		
Edderton - - F.C.	15 0 0	- -	39 0 0	G. Gallie -	3rd	- - -	— "
				D. Ross -	3rd		
Gairloch - - Par.	15 0 0	- -	- - -	- - -	—	- - -	— Sept.
Highfield - - Epis.	15 0 0	- -	20 0 0	E. M'Gillivray	3rd	- - -	— Aug.
Invergordon - F.C.	18 0 0	- -	46 10 0	H. Munro -	5th	- - -	— June
				A. Sutherland	4th		
Killearnan - - F.C.	23 0 0	- -	36 10 0	C. Treasurer -	4th	- - -	— "
				D. Young -	1st		
Kilmuir Easter - Par.	18 0 0	- -	17 10 0	M. M'Lean -	2nd	- - -	— Aug.
Kincardine - Par.	15 0 0	- -	44 0 0	A. Ross - -	5th	- - -	— Oct.
				J. M'Leod -	3rd		
Kincardine Congregational. - F.C.	15 0 0	- -	- - -	- - -	—	- - -	— June
Knockbain - - Par.	16 10 0	- -	- - -	- - -	—	- - -	— Aug.
Maryburgh - F.C.	15 0 0	- -	- - -	- - -	—	- - -	— June

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ROSS-SHIRE—*cont.*	£ s. d.	£	£ s. d.					
Mossfield, Gaelic Association.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Rosemarkie - - F.C.	- -	- -	15 0 0	J. M'Andrew -	1st	- - -	—	May
Stornoway - - F.C.	- -	- -	57 0 0	A. M'Rae -	4th	- - -	—	June
				D. M'Rae -	4th			
				J. M'Kenzie -	1st			
Tain, Congregational. F.C.	- -	- -	46 10 0	A. Ross - -	5th	- - -	—	"
				D. Munro -	4th			
Tarbat - - - F.C.	16 10 0	- -	20 0 0	W. Ross -	3rd	- - -	—	"
Total - -	346 10 0	- -	542 10 0					
ROXBURGHSHIRE.								
Fairmington - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Galashiels - - Epis.	- -	- -	15 0 0	J. Archibald -	1st	- - -	—	"
Galashiels - - R.C.	10 0 0	- -	15 0 0	- - -	—	C. M'Carron -	1st	June
Hawick, St. Mary's. Epis.	15 0 0	- -	35 0 0	F. Revell -	2nd	J. Brannan -	2nd	Dec.
Jedburgh, St. John's. Epis.	16 10 0	- -	51 10 0	J. King -	2nd	H. Walker -	2nd	"
				J. Anderson -	2nd			
Melrose, Congregational. F.C.	15 0 0	- -	36 10 0	J. Scott - -	3rd	- - -	—	Feb.
				W. Anderson -	2nd			
Smailholm - - F.C.	15 0 0	- -	17 10 0	J. Cranston -	2nd	- - -	—	"
Wilton - Epis.	- -	- -	15 0 0	F. Revel -	1st	- - -	—	Dec.
Yetholm, Kirk - Par.	18 0 0	- -	- - -	- - -	—	- - -	—	"
Yetholm, Town - -	13 0 0	- -	- - -	- - -	—	- - -	—	"
Total - -	117 10 0	- -	185 10 0					
SELKIRKSHIRE.								
Gala, Subscription G.A.	23 0 0	- -	87 10 0	J. Robson -	5th	- - -	—	"
				W. Scott -	4th			
				H. Bell - -	4th			
				G. Fairbairn -	4th			
Galashiels - - Par.	- -	- -	62 0 0	A. Rankin -	5th	- - -	—	"
				R. Brown -	5th			
				K. Newlands -	1st			
Total - -	23 0 0	- -	149 10 0					
STIRLINGSHIRE.								
Balnsford, Self-supporting. - -	21 10 0	- -	65 0 0	W. Logan	2nd	- - -	—	March
				R. G. Milne -	2nd			
				J. Wood -	2nd			
				J. Ure - -	2nd			
Bannockburn, Subscription.	18 0 0	- -	34 0 0	J. Spiers -	2nd	- - -	—	"
				T. Stevenson -	2nd			
Bannockburn - F.C.	20 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Bridge of Allan - F.C.	- -	- -	34 0 0	D. Moir - -	3rd	- - -	—	July
				W. Pennycook	1st			
Denny - - - Par.	- -	- -	34 0 0	W. Kinghorn	3rd	- - -	—	March
				J. Campbell -	2nd			
Drymen, Industrial. G.A.	12 0 0	- -	- - -	- - -	—	- - -	—	"
Dunipace - - F.C.	15 0 0	- -	17 10 0	W. Laing -	2nd	- - -	—	Aug.
Falkirk - - Par.	- -	- -	32 10 0	G. M'Roberts	2nd	H. C. Hardie -	1st	March
Falkirk - - F.C.	26 0 0	- -	36 10 0	J. Maxwell -	4th	H. F. Callendar	1st	Aug.
Falkirk, St. Francis' R.C.	10 0 0	- -	17 10 0	W. O'Donnell	2nd	- - -	—	June
Fintry - - - Par.	16 10 0	- -	- - -	- - -	—	- - -	—	March
Grangemouth, Subscription.	20 0 0	- -	40 0 0	W. Campbell -	3rd	J. W. Hutton	3rd	"
Haggs - - - G.	21 10 0	- -	20 0 0	D. Buchanan -	1st	- - -	—	"
				M. Henderson	1st			
Killearn - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Kilsyth, Female - G.A.	15 0 0	- -	17 10 0	- - -	—	J. Welsh -	2nd	March
Larbert - - F.C.	10 0 0	- -	- - -	- - -	—	- - -	—	"

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STIRLINGSHIRE—*cont.*								
Larbert - - Par.	20 0 0	- -	47 0 0	R. Finlayson -	3rd	- - -	—	March
				G. Matthews -	1st			
				J. Brown -	1st			
Lennoxtown, New Subscription.	- - -	- -	15 0 0	- - -	—	- - -	—	"
Logie - - - Par.	18 0 0	- -	- - -	- - -	—	- - -	—	"
Polmont - - Par.	21 10 0	- -	- - -	- - -	—	- - -	—	"
Polmont - - F.C.	16 10 0	- -	34 0 0	R. M'Leay -	3rd	- - -	—	Aug.
				J. A. M'Leod -	1st			
Redding - - G.A.	- - -	- -	29 0 0	T. Neil - -	1st	- - -	—	March
				J. Tait - -	1st			
Slamannan - F.C.	16 10 0	- -	34 0 0	G. Russell -	2nd	- - -	—	"
				J. Nasmyth -	2nd			
Stirling, Allan's - G.A.	- -	25	29 0 0	J. Dawson -	1st	- - -	—	"
				N. Leask -	1st			
Stirling (Infant) F.C.	12 0 0	- -	15 0 0	- - -	—	H. Taylor -	1st	Aug.
Stirling - - Epis.	- - -	- -	44 10 0	- - -	—	M. M'Donald -	2nd	March
						M. A. M'Laren	1st	
						C. M'Kay -	1st	
Total - -	325 0 0	25	605 0 0					
SUTHERLANDSHIRE.								
Armadale - - G.A.	15 0 0	- -	25 0 0	J. Sinclair -	5th	- - -	—	Sept.
Brora - - G.A.	- - -	- -	22 10 0	W. M'Kay -	4th	- - -	—	"
Clyne - - Par.	21 10 0	- -	- - -	- - -	—	- - -	—	Aug.
Clyne - - F.C.	15 0 0	- -	29 0 0	R. Simpson -	1st	- - -	—	June
				G. Sutherland	1st			
Creich - - Par.	20 0 0	- -	39 0 0	P. Munro -	4th	- - -	—	Sept.
				R. M'Kenzie -	2nd			
Creich - - F.C.	15 0 0	- -	20 0 0	D. Munro -	3rd	- - -	—	May
Dalnambreac - G.A.	16 10 0	- -	- - -	- - -	—	- - -	—	April
Dornoch - - Par.	25 0 0	- -	17 10 0	D. Ross -	2nd	- - -	—	Sept.
Dornoch - - F.C.	15 0 0	- -	22 10 0	G. M'Rae -	4th	- - -	—	May
Durine - - G.A.	16 10 0	- -	20 0 0	W. Gunn -	3rd	- - -	—	Aug.
Golspie - - F.C.	18 0 0	- -	22 10 0	P. Ross -	4th	- - -	—	May
Golspie - - Par.	- - -	- -	41 10 0	C. Baillie -	4th	- - -	—	Aug.
				J. Munro -	3rd			
Kildonan - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Knockarthur - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Loth - - - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Melvich - - G.A.	15 0 0	- -						
Skibo - - G.A.	18 0 0	- -	20 0 0	W. Cameron -	3rd	- - -	—	Sept.
Strathalladale - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Talmine - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Total - -	285 10 0	- -	279 10 0					
WIGTOWNSHIRE.								
Cairn Ryan - - G.A.	18 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Enoch - - G.A.	20 0 0	- -	20 0 0	T. Brown -	3rd	- - -	—	"
Glenluce - - Par.	- - -	- -	52 0 0	T. Douglas -	3rd	- - -	—	"
				R. Kelly -	3rd			
				P. M'Dowall -	1st			
Glenluce - - F.C.	- - -	- -	17 10 0	W. Saunders -	2nd	- - -	—	"
Inch - - - F.C.	15 0 0	- -	41 10 0	R. M'Hurick -	4th	- - -	—	"
				D. Gibson -	3rd			
Kirkmaiden - F.C.	18 0 0	- -	34 0 0	A. Martin -	2nd	- - -	—	"
				M. Cowan -	2nd			
Leswalt - - F.C.	21 10 0	- -	17 10 0	J. Jones -	2nd	- - -	—	"
Sorbie - - F.C.	16 10 0	- -	- - -	- - -	—	- - -	—	"
Stranraer - - F.C.	18 0 0	- -	57 0 0	J. Gray -	4th	- - -	—	"
				H. M'Dowall -	4th			
				W. Shaw -	1st			
Total - -	127 0 0	- -	239 10 0					

ANNUAL CALENDAR OF TEACHERS

WHO HAVE OBTAINED CERTIFICATES OF MERIT.

(Completed to the 1st of January 1856.)

MASTERS OF SCHOOLS, AND STUDENTS IN TRAINING SCHOOLS.

The Letters (A) *and* (D), *after a Teacher's name, indicate* (A) *that his School is entitled to a Grant for the purchase of Scientific Apparatus* (*Minutes of* 1852-3, *vol.* 1, *p.* 154); *and* (D) *that he, or she, holds a Certificate of Competency as a Teacher of Drawing* (*Minute of* 28 *January* 1854).

Name of Teacher.	Name of School.	Post Town or County.	Certificate.*		Class.*	
			Class.	Division.	Year.	Class.
Abbott, H.	- - - -	- - -				
Abbott, W. T.	Kingswinford, St. Mary's, Ch. of Eng.	Staffordshire	3	2		
Adam, G.	Glasgow, Normal, F. C. S.	Lanarkshire	2	2		
Adam, J.	- - - -	- - -				
Adam, W.	Newton-on-Ayr, F. C. S.	Ayrshire	2	2		
Adams, E.	Sheldwich Leys, Ch. of Eng. S.	Faversham	3	2		
Adams, J.	Edinburgh, F. C. Normal	Edinburgh	2	3		
Adams, J.	Swansea, B.S. - - -	Glamorganshire	2	2		
Adams, O.	Liverpool, St. Thomas' and St. William's. R. C. S.	Lancashire	2	1		
Adams, T. A.	Highgate, Ch. of Eng.	London	3	3		
Adams, W.	Birmingham, St. Philip's, Ch. of Eng.	Birmingham	1	3		
Adkin, H.	- - - -	- - -				
Agar, R.	Tanfield, Ch. of Eng.	Gateshead	2	2		
Agent, S. A.	Effingham, Ch. of Eng.	Leatherhead	3	3	2	3
Ager, G.	- - - -	- - -	3	1		
Aird, W.	Wigan, St. John's, R.C.S.	Lancashire			1	3
Aishton, I.	- - - -	- - -	3	3		
Aitken, M.	Bridgeton, F. C. S.	Glasgow	3	3		
Aiton, W.	East Kilbride, P. S.	Lanarkshire	3	2		
Akers, J.	Banbury, Ch. of Eng.	Oxford	2	3		
Alder, J.	Manchester, Cheetham's Hospital.	Lancaster	1	3		
Alexander, J.	Pinwhery, Ch. of Scotland	Ayr			1	3
Alexander, P.	(Student, Edinburgh, F.C. Normal).	- - -			1	3
Alexander, W.	(Student, Edinburgh, F.C. Normal.)	- - -			1	2
Alexander, W.	Wellpark, F.C.S. - - -	Lanark	2	2		
Allan, A.	(Student, Glasgow, F.C. Norm.)	- - -	3	2		
Allan, A.	Willington, Ch. of Eng.	Durham	3	3		
Allan, C.	Wilkiston, F. C. S. - - -	Ratho	3	3		
Allan, D.	Dunblane, F. C. S. - - -	Perth	3	1		
Allan, G.	Keith, F. C. S. - - - -	Banff	2	3		
Allan, G.	(Student, Glasgow, F.C. Norm.)	- - -			1	2
Allan, J.	(Student, Edinburgh, F.C. Normal.)	- - -	3	2		
Allan, J.	Birkenhead, Holy Trinity, Ch. of Eng.	Birkenhead	2	3		
Allan, J. B.	Holensburgh, Quoad Sacra, S.	Dumbarton	3	2		
Allen, C.	Tillington, Ch. of Eng.	Petworth	3	1	2	
Allen, E.	(Student, Chichester) - -	- - -			1	2
Allen, F.	Pembroke Dock, Ch. of Eng.	Pembroke	2	2		

* The students are *classed*, at the end of each year of training, according to the result of the examinations passed by them, but are not *certificated*. No certificate of merit is granted to a student, as a teacher, until he has been for two years in charge of the same elementary school, and has been twice reported on, as the teacher of it, by Her Majesty's Inspector. Whether he is to be entitled to a certificate and of what class, is determined by the tenor of those reports, and by the result of his examination previous to quitting the training school. If the first report be favourable, he is paid for the first year on the scale of the lowest class. If the second report be favourable, his augmentation and class of certificate is fixed for the next five years. After which interval, and so on from time to time, the certificate and augmentation are open to revision, according to the character of the intermediate reports. The value of the certificate, in the first instance, is not fixed higher than the first division of the third class, for any student who has resided less than two years at a training school under inspection.—(Minute of 20 August 1853, s. 11.)

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Bagnall, G.	- - - -	- - -	2	2	.	.
Bagshaw, J.	Ellastone, Ch. of Eng.	Ashbourne	3	3	.	.
Baikie, B.	Freshwick, G.A.S.	Caithness-shire	3	1	.	.
Bailey, J.	- - - -	- - -	3	2	.	.
Bailey, J.	Sandbach, Ch. of Eng.	Cheshire	3	1	.	.
Bailey, J. J.	Barnard Castle, Ch. of Eng.	Barnard Castle	3	3	.	.
Bailey, R.	- - - -	- - -	3	1	.	.
Bailey, W.	Lambeth, St. Mary's, P.S.	Surrey	3	3	.	.
Bailey, W.	Glasgow, The Bishop's School	Lanarkshire	3	1	.	.
Bailey, W.	Bunbury, Aldersey	Tarporley	.	.	1	1
Baillie, G. D.	Douglas, Crescent Academy	Isle of Man	2	3	2	3
Baillie, J.	Edinburgh, St. Paul's District, F.C.S.	Edinburgh	2	1	.	.
Bain, J.	(Student, Edinb., G.A. Norm.)	- - -	2	3	.	.
Bain, P.	- - - -	- - -	3	3	.	.
Baines, G.	(Student, Cheltenham)	- - -	.	.	1	2
Baines, J.	Clapham, B.S.	Surrey	2	3	.	.
Baird, F.	Portobello, F.C.S.	Edinburgh	2	3	.	.
Baker, C. G.	Lambeth, St. Mary's, Princes Road, Ch. of Eng.	London	3	3	2	3
Baker, C. K.	Cambridge, King Street, Ch. of Eng.	Cambridge	.	.	1	2
Baker, J.	Manchester Cathedral, Ch. of Eng.	Lancashire	2	2	.	.
Baker, J. T.	- - - -	- - -	3	2	.	.
Baker, T.	- - - -	- - -	.	.	1	3
Baker, W.	Bromley, Ch. of Eng.	Kent	3	3	.	.
Baker, W.	Farnworth, Ch. of Eng.	Lancashire	2	2	.	.
Bakewell, T. J.	Preston, Ch. Ch., Ch. of Eng.	Preston	3	2	.	.
Bald, R.	Kirkpatrick, Ch. of Eng.	Isle of Man	.	.	1	3
Baldock, T.	Liverpool, St. Augustine's, Ch. of Eng.	Lancashire	3	3	.	.
Baldry, S. T.	Whorlton, Ch. of Eng.	Barnard Castle	3	1	.	.
Baldwin, J.	Worsley, Ch. of Eng.	Manchester	2	3	.	.
Balfrey, W.	Alfreton, Ch. of Eng.	Derbyshire	3	2	.	.
Ball, E.	Waltham-le-Wold, Ch. of Eng	Melton-Mowbray	2	2	2	1
Ball, J.	Freehay, St. Chad's, Ch. of Eng.	Cheadle	3	2	.	.
Ball, T. D.	Hull, Holderness Ward, B. S.	Hull	3	3	.	.
Ballantyne, J.	Burnside, S.	Dairy, Ayrshire	3	3	.	.
Bamford, R.	Marsden, Ch. of Eng.	Huddersfield	3	3	.	.
Bamford, S.	Buslingthorpe, Ch. of Eng.	Leeds	2	3	.	.
Bamford, W. W.	Hoyland, Ch. of Eng.	Barnsley	3	1	.	.
Bamforth, J.	(Ordained) - - - -	- - -	2	1	.	.
Bancroft, R.	Kingswood, Wes.	Bristol	.	.	1	3
Banks, J.	North Knapdale, Parochial	Lochgilphead	3	3	.	.
Banning, J.	(Student, Durham)	- - -	.	.	1	3
Bannister, R.	Twyford, Ch. of Eng.	Melton Mowbray	3	3	.	.
Banson, J.	Fakenham, Ch. of Eng.	Norfolk	2	2	.	.
Banson, J.	Walsingham, Ch. of Eng.	Norfolk	3	1	.	.
Barber, J. H.	(Student, Chelsea, St. Mark's)	- - -	.	.	1	2
Barber, T.	Moseley, Ch. of Eng.	Birmingham	2	3	.	.
Barclay, J.	South Leith, F.C.S.	Edinburgh	3	3	.	.
Barfoot, E.	Uzmaston and Boulston, Ch. of Eng.	Haverfordwest	3	1	2	2
Barfoot, W. R.	- - - -	- - -	3	1	.	.
Barham, G.	Holloway, St. James', Ch. of Eng.	Middlesex	3	3	.	.
Barker, J.	(Student, Westminster, Wes.)	- - -	.	.	1	3
Barker, T. D.	Leeds, Ch. Ch., Ch. of Eng.	Yorkshire	3	1	.	.
Barnacle, H.	- - - -	- - -	3	1	.	.
Barnard, W.	Beverley, St. Mary's, and St. Nicholas', Ch. of Eng.	Yorkshire	2	3	2	3
Barnecutt, J.	Llanelly, B. S.	Caermarthenshire	3	3	.	.
Barnes, W.	Liverpool, Ch. Ch., Ch. of Eng.	Liverpool	.	.	1	1
Barnes, W.	Martley, Ch. of Eng.	Worcester	3	3	2	3
Barnett, G.	(Student, Edinburgh, F.C. Normal.)	- - -	3	3	.	.
Barnwell, W.	Isleworth, St. Mary's, R.C.S.	Middlesex	1	3	.	.
Barr, T.	- - - -	- - -	3	1	.	.
Barraclough, I.	Ardsley, Ch. of Eng.	Barnsley	3	3	.	.
Barraclough, J.	Hoylandswaine, Ch. of Eng.	Barnsley	3	3	.	.
Barrett, J.	(Student, Battersea)	- - -	.	.	1	3
Barrett, W. C.	Devonport, St. Stephen's, Ch. of Eng.	Devonshire	1	2	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Best, J.	Aldborough and Boroughbridge, Ch. of Eng.	York	3	2	.	.
Best, J.	Halton Holgate, Ch. of Eng.	Spilsby	.	.	1	3
Beswick, W.	Chester, Diocesan School, Ch. of Eng.	Chester	3	3	.	.
Bethell, S.	Frome Selwood, Ch. of Eng.	Somersetshire	1	3	.	.
Betson, J.	Deal, Ch. of Eng.	Kent	3	3	.	.
Bettany, G.	Penzance, Wes.	Cornwall	3	2	.	.
Betts, G.	-	-	3	3	.	.
Betts, T.	(Student, Culham)	-	.	.	1	3
Bicknell, E.	Winteringham, Ch. of Eng.	Brigg	3	3	.	.
Bickle, G.	Middlewich, Ch. of Eng.	Cheshire	2	2	2	1
Biddick, E. B.	-	-	2	3	.	.
Bigg, M.	-	-	3	3	.	.
Biggar, W.	Coatbridge, Lord Mackenzie's, F.C.S.	Edinburgh	3	2	.	.
Biggs, G.	Salisbury, Wes.	Wiltshire	3	1	.	.
Biggs, J.	Clifton, Ch. of Eng.	Bristol	3	1	.	.
Biggs, S.	Ampthill, Ch. of Eng.	Bedfordshire	2	3	.	.
Biggs, T.	Sheffield, St. George's, Ch. of Eng.	Yorkshire	3	1	.	.
Bignell, F.	Wing, Ch. of Eng.	Leighton Buzzard	3	1	.	.
Billing, H.	-	-	3	3	.	.
Bilton, C.	(Student, Battersea)	-	.	.	1	1
Bingham, A.	Fulham, All Saints', Ch. of Eng.	Middlesex	2	1	.	.
Binns, W.	Knightsbridge, All Saints', Ch. of Eng.	London	3	1	.	.
Binns, W.	Derby, King Street, Wes.	Derby	2	2	.	.
Birchall, J.	York, Training, Ch. of Eng.	Yorkshire	1	2	.	.
Bird, C. F.	Longbredy and Kingston Russell S.	Dorset	3	3	.	.
Bird, J.	Bristol, St. Augustine's, Ch. of Eng.	Bristol	3	2	.	.
Bird, J.	Frampton Cotterill, Ch. of Eng.	Gloucestershire	3	3	.	.
Birkenhead, E.H. (D.)	(Student, Chester)	-	.	.	1	1
Birkett, C.	Barton-on-Irwell, Wes. S.	Manchester	.	.	1	3
Bishop, G.	Rugby, Elborrow Schools	Warwickshire	3	1	.	.
Bishop, R. H.	Westminster, St. Margaret's and St. John's, Ch. of Eng.	London	3	3	.	.
Bishop, T. H.	Godalming, Ch. of Eng.	Surrey	1	2	.	.
Bissett, W.	Partick, F.C.S.	Glasgow	3	3	.	.
Bithell, J.	Spitalfields, Bell Lane Jews Free School.	London	.	.	1	3
Bithell, R.	New Wolverton, B. S.	Buckinghamshire	2	2	.	.
Blackburn, J. W. C.	Hurst Cross, Ch. of Eng.	Lancashire	2	3	.	.
Blacklock, J.	Coatbridge, Dundyvan Works	Lanarkshire	3	1	.	.
Blacklock, J. H.	Whitby, Wes.	Yorkshire	3	2	.	.
Blacklock, R.	Coatbridge, Dundyvan Works	Lanarkshire	2	3	.	.
Blain, J.	Winchester, Diocesan, Ch. of Eng.	Winchester	1	3	.	.
Blain, R.	Edinburgh, Heriot's Hospital	Edinburgh	2	3	.	.
Blair, A.	Huntley, F.C.S.	Aberdeenshire	3	1	.	.
Blakiston, W. C.	Thorpe, Ch. of Eng.	Chertsey	3	3	.	.
Bland, W.	Duffield, Endowed, Ch. of England.	Derbyshire	2	3	.	.
Blane, J.	Inverness, F.C. Model	Inverness-shire	2	2	.	.
Bleaney, J.	-	-	3	3	.	.
Bleksley, A. R. H.	-	-	3	2	.	.
Blenkarn, W. S.	(Student, Borough Road)	-	2	3	.	.
Blezard, R.	Guisborough, Providence, Ch. of Eng.	Yorkshire	3	1	.	.
Bliss, R. L.	Bilston, St. Leonard's, Ch. of Eng.	Staffordshire	3	3	.	.
Bliss, W. H.	-	-	3	2	.	.
Blizard, J.	Taunton, Central, Ch. of Eng.	Taunton	3	3	.	.
Blythe, R.	Windsor, St. Mark's, Ch. of Eng.	Berkshire	2	1	.	.
Boag, J.	-	-	3	1	.	.
Boardman, A.	-	-	2	2	.	.
Bocking, G.	Hartfield, Ch. of Eng.	Tonbridge Wells	.	.	1	3
Boddie, A.	Aberdeen, Woodside, F.C.S.	Aberdeen	3	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Division.	C Year.
Boden J.	Ecclesall, Ch. of Eng.	Yorkshire	2	3	
Bogle, J.	Stoke-upon-Trent, Ch. of Eng.	Staffordshire	3	3	
Bolton, C. T.	Manchester, St. Michael's, Ch. of Eng.	Manchester			1
Bolton, J.	Bolton-le-Moors, Ch.Ch., Ch. of Eng.	Lancashire	2	3	
Bolton, J.	Bradford, Messrs. Walkers' Factory, Ch. of Eng.	Yorkshire	3	1	
Bolton, J.	Holkham, Ch. of Eng.	Wells, Norfolk	3	2	
Bolton, J. T.	Rochester, St. Margaret's, Ch. of Eng.	Kent	3	1	2
Bonar, D.	Preston Kirk, F.C.S.	Haddington	2	2	
Bond, J.	Crewkerne, Ch. of Eng.	Somersetshire	2	2	
Bond, R.	Tysoe, Ch. of Eng.	Warwick	2	3	
Bond, W.	(Left England)		1	2	
Booth, J. W.	Liverpool, St. Andrew's, Ch. of Eng.	Lancashire	3	3	
Booth, R.	(Student, Chester)				1
Booth, T.	Embsay, Ch. of Eng.	Skipton	3	1	
Boswell, J.	Stewarton, F.C.S.	Ayrshire	3	2	
Botheras, R.	Croft and Yarpole, Ch. of Eng.	Herefordshire	3	3	
Bott, T. H.			2	1	
Bottom, W.	Coventry, St. Michael's, Ch. of Eng.	Warwickshire	3	3	
Bottomley, T.	Wallingford, Ch. of Eng.	Berkshire	3	3	
Boughey, J.			3	1	
Boulden, J.	Clapham, Ch. of Eng.	London	2	3	
Boundy, S.	Collumpton, Ch. of Eng.	Devonshire			1
Bourne, J.	Dumbleton, Day S., Ch. of Eng.	Evesham			
Bowen, J.	(Student, Caermarthen)		2	3	
Bowerbank, T.	(Student, Durham)		3	3	
Bowie, W.			3	3	
Bowlker, C.	Colton near Milnthorpe, Ch. of Eng.	Lancashire	2	3	
Bowmaker, C.	Ashford, Ch. of Eng.	Staines	2	3	1
Bowman, A.	(Student, Glasgow, F.C. Norm.)		2	3	
Bowman, E.	Castle End, Ch. of Eng.	Cambridge	3	3	
Bown, C.	Benson, B.S.	Wallingford			1
Bownas, J.	Calne, Ch. of Eng.	Wiltshire	2	2	
Box, J.	Grantham, B.S.	Lincolnshire	3	1	
Boycott, R.	(Student, Cheltenham)				
Boyd, J. P.	Ayr, Epis.	Ayr	3	2	
Boyes, G.	New Pitsligo, Epis.	Aberdeen	2	2	
Boyle, A. H.	Aberdeen, North, Parish, Sess.	Aberdeen	3	3	
Boyns, R.	Brierley Hill, Wes.	Staffordshire	3	1	
Bradbury, J.	Lees, Zion, B.S.	Oldham	3	3	
Bradbury, W.			3	3	
Bradley, J.	(Student, Saltley)				
Bradley, J. W.			2	1	
Bradshaw, J.			2	2	
Braid, A. J.	St. Giles'-in-the-Fields, Trinity, Ch. of Eng.	London	3	3	
Braide, W.	(Student, Cheltenham)				
Bramwell, J.	Liverpool, Jordan Street, Wes.	Liverpool			1
Brand, P.	Great Yarmouth, St. Nicholas', Ch. of Eng.	Great Yarmouth	3	3	
Branson, R.	(Student, Highbury)				1
Branter, W.	Keighley, Ch. of Eng.	Keighley	3	3	
Bray, B.	Lynn Regis, St. John's, Ch. of Eng.	Lynn Regis	3	2	
Brayshaw, T.	Meanwood, Ch. of Eng.	Leeds	3	3	
Brebner, G.	Burnhaven, G.A.S.	Aberdeen	2	2	
Breeden, W.	(Student, Saltley)				1
Brereton, E. W.	Cheltenham, Training, Ch. of Eng.	Gloucestershire	1	2	
Brewer, S. B.	Milnsbridge, Ch. of Eng.	Huddersfield	3	1	
Brewin, A.	St. Bee's, Grammar S., Ch. of Eng.	Cumberland	2	1	
Brewtnall, E.	Warrington, B.S.	Warrington	2	3	
Bridge, J.	(Student, Battersea)				
Bridges, W.	Trumpington, Ch. of Eng.	Cambridge	3	3	
Bridgett, W.	Redditch, Ch. of Eng.	Bromsgrove	3	2	
Brierley, E.			3	1	
Brierley, R.	Cheadle, Ch. of Eng.	Cheshire	3	3	

MASTERS

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Brierley, W. C.	Woodside, Ch. of Eng.	Leeds	3	3	.	.
Brine, J.	Cranfield, Parochial	Newport Pagnell	2	3	.	.
Brion, J.	Heddon-on-the-Wall, Ch. of Eng.	Newcastle-on-Tyne	3	1	.	.
Briscoe, J. D.	Bolton-le-Moors, St. George's, Ch. of Eng.	Bolton-le-Moors	2	3	.	.
Brittain, J.	- - -	- - -	3	2	.	.
Broadbent, D	Atherton, Ch. of Eng.	Manchester	2	3	.	.
Broderick, H. D.	(Student, Battersea)	- - -	2	3	.	.
Brodie, J.	(Student, Glasgow, G. A. Norm.)	- - -	3	1	.	.
Brook, W.	Liverpool, St. Mark's, Ch. of Eng.	Lancashire	2	2	.	.
Brooke, W. S.	- - -	- - -	3	3	.	.
Brooks, H.	Merthyr Tydfil, St. David's, Ch. of Eng.	Glamorganshire	3	2	.	.
Brooks, H.	Holmfirth, Wes.	Huddersfield	3	2	.	.
Brooks, J.	Tunstall, Ch. of Eng.	Staffordshire	.	.	1	3
Brooks, J. N.	Sutton, Ch. of Eng.	St. Helen's,	3	3	.	.
Brooks, S. N.	Hyde, St. George's, Ch. of Eng.	Manchester	2	3	2	1
Brooks, T.	- - -	- - -	3	3	.	.
Brooks, T.	Witney, Wes. S.	Oxfordshire	.	.	1	3
Brooks, W.	Cattistock, Ch. of Eng. S.	Dorchester	.	.	1	1
Brooks, W. J.	Leeds, Darley Street, Wes.	Leeds	3	1	.	.
Broom, G.	(Student, Battersea)	- - -	.	.	1	3
Broomfield, R.	Waddesdon, Ch. of Eng.	Aylesbury	3	1	.	.
Brown, A.	Ancoats, Chalmer's Presbyterian S.	Manchester	.	.	1	3
Brown, J.	(Student, Battersea)	- - -	2	3	.	.
Brown, J.	Maiden Newton and Frome Vauchurch, Ch. of Eng.	Dorsetshire	2	3	.	.
Brown, J.	- - -	- - -	3	3	.	.
Brown, J.	Enoch, G. A. S.	Portpatrick	2	3	.	.
Brown, J.	Aberargie, G. A. S.	Perth	2	3	.	.
Brown, J.	Warrington, Heath Side S.	Lancashire	2	2	.	.
Brown, J.	Cambo, Ch. of Eng.	Morpeth	2	2	.	.
Brown, J.	(Student, Cheltenham)	- - -	.	.	1	3
Brown, J.	(Student, Edinburgh, G. A. Normal S.)	- - -	.	.	1	2
Brown, J. D.	Tor, Ch. of Eng.	Torquay	.	.	1	3
Brown, J. K.	(Student, Edinburgh, F. C. Normal.)	- - -	3	2	.	.
Brown, J. M.	Kilndon, Ch. of Eng.	Cranbrook	2	3	.	.
Brown, P.	- - -	- - -	3	3	.	.
Brown, R.	Manchester, Cheetham Hill, B.S.	Manchester	3	3	.	.
Brown, R.	Bonhill, P. S.	Dumbartonshire	3	1	.	.
Brown, T.	Chorley, Ch. of Eng.	Chorley	3	1	.	.
Brown, T.	- - -	- - -	1	3	.	.
Brown, T.	(Student, Saltley)	- - -	.	.	2	3
Brown, T. P. (D)	Radnor Street, Wes.	London	3	1	.	.
Brown, W.	Halifax, Parish Ch., Ch. of Eng.	Halifax	3	1	.	.
Brown, W.	Walmersley, Ch. of Eng.	Bury, Lancashire	3	3	.	.
Brown, W. A.	Bethnal Green, St. Simon Zelotes, Ch. of Eng.	London	3	2	.	.
Brown, W. H.	- - -	- - -	3	3	.	.
Brownlie, A.	Kelvinhaugh, Sess.	Glasgow	2	3	.	.
Brownsdon, T.	Kirkdale Industrial	Lancashire	2	3	.	.
Bryan, J.	Liverpool, North, Ch. of Eng.	Liverpool	3	2	.	.
Bryan, R.	Heeley, Ch. of Eng.	Sheffield	3	3	.	.
Bryant, W. G.	Whitchurch, Ch. of Eng.	Shropshire	3	1	.	.
Bryant, W. J. D.	Battersea Training S.	Surrey	1	3	2	1
Buchan, A.	- - -	- - -	2	3	.	.
Buchanan, J.	St. Cyrus, Parochial	Kincardine	3	1	.	.
Buchanan, J.	Edinburgh, Dr. Thompson's, F. C. S.	Edinburgh	.	.	1	1
Buckland, C.	- - -	- - -	3	3	.	.
Buckley, D.	Sunderland, St. Mary's, R.C.S.	Durham	2	1	.	.
Buckley, O.	Smallbridge, St. John's, Ch. of Eng.	Rochdale	3	3	.	.
Bugden, J.	Cowley, Ch. of Eng.	Oxford	2	1	.	.
Bugg, G.	- - -	- - -	.	.	1	3
Bullock, W. J.	Ambleeote, Ch. of Eng.	Stourbridge	2	3	.	.
Bulman, J.	Derby, St. Peter's, Ch. of Eng. land	Derby	3	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Division.	Year.
Bunker, T.	Goole, St. John's, Ch. of Eng.	Yorkshire	3	3	
Burchell, S. H.	(Student, Chester)		.	.	1
Burck, R. A.	Ruabon, Ch. of Eng.	Wrexham	3	3	
Burden, G.	Alderbury, Ch. of Eng.	Salisbury	3	1	
Burdon, J. (A.)	Bridlington Quay, Wes.	Yorkshire	3	3	
Burgess, A. H.	(Student, Glasgow, F.C. Norm.)		2	2	
Burgess, J.			1	3	
Burgoyne, W. T.	Clayton, Ch. of Eng.	York	1	3	
Burley, R.	Dartford, Wes.	Kent	3	2	
Burr, J. F.	Burnham, Ch. of Eng.	Norfolk	2	3	
Burroughs, J.	Hackney Road, B. S.	London	3	2	
Burrows, J.			3	3	
Burrows, R. L.	Bodmin, Wes.	Cornwall	3	2	
Burt, F.			3	3	
Burt, G.	Buthwaite, Ch. of Eng.	Kendal	3	3	
Burt, J. J.			3	2	
Burton, J.	Manchester, Cheetham Hill Road, Jews' S.	Lancashire	3	2	
Burton, W.	Lawton, Ch. of Eng.	Chester	3	3	
Busby, I. T.			3	2	
Busby, J. W.	Southampton, All Saints', Ch. of Eng.	Hampshire	3	2	
Bushnell, T. W.	Walton, Ch. of Eng.	Buckinghamshire	3	2	
Butterworth, J.			3	1	
Byers, J.	Queensferry, Burgh S.	Linlithgow	2	2	
Bywater, W.	Whiston, Ch. of Eng.	Rotherham	.	.	
Caernarton, P. C.			2	3	
Cain, J.	Malew, Ballasalla, Ch. of Eng.	Isle of Man	3	3	
Caine, J. J.	Fulham, P. U. S.	Middlesex	2	3	
Calder, J.			2	3	
Calder, P.	Grantown Grammar School	Inverness-shire	1	3	
Calder, W.	Edinburgh, G. A. Normal	Edinburgh	2	2	
Caldicott, C.	Little Eaton, Ch. of Eng.	Derby	.	.	
Callard, H.	Newcastle-on-Tyne, Castle Garth, Ch. of Eng.	Northumberland	3	1	
Callaway, W. R.	Barnstaple, Holy Trinity, Ch. of Eng.	Devonshire	.	.	
Calvert, E.	Glasgow, Model School	Lanark	2	3	
Cameron, A.	Bonniton, F.C.S.	Forfarshire	2	3	
Cameron, A. C.	Fettercairn, Parochial	Kincardine	2	2	
Cameron, D.	Achnagart, G. A. S.	Bonar Bridge	3	3	
Cameron, D.	Killean, F. C. S.	Argyllshire	3	3	
Cameron, D.	Glasgow, Broomhill Street, Sess.	Lancashire	.	.	
Cameron, D.	Blair Iron Works S.	Ayrshire	.	.	
Cameron, D.			.	.	
Cameron, J.	Berriedale, G. A. S.	By Golspie, Caithness-shire.	3	2	
Cameron, J.	Brechin, F. C. S.	Forfarshire	2	2	
Cameron, J.	Edinburgh, Roxburgh Street, F. C. S.	Edinburgh	3	1	
Cameron, J.	Downie, F. C. S.	Huntley, Banff	3	3	
Cameron, J.	(Student, Edinburgh, F. C. Normal.)		2	2	
Cameron, J.	(Student, Glasgow, F.C. Norm.)		.	.	
Cameron, P.	Durine, G. A. S., near Durness	Sutherland	3	3	
Cameron, P.			3	3	
Campbell, C.			3	1	
Campbell, D.	(Student, Edinburgh, G. A. Normal.)		.	.	
Campbell, D. M'Donald	(Student, Edinburgh, G. A. Normal.)		2	3	
Campbell, D.	Stepney, All Saints', Ch. of England	London	3	3	
Campbell, D.	Barcaldine, G. A. S.	Argyllshire	3	3	
Campbell, J.	Nairn, G. A. S.		.	.	
Campbell, J.	Creich, Parochial	Bonar Bridge	2	3	
Campbell, J.	Pitlochry, G.A.S.	Perthshire	1	3	
Campbell, J.	Kildonan, G. A. S.	Sutherland	3	3	
Campbell, M.	Lochend, F. C. S.	Campbeltown	3	3	
Campbell, R.			3	1	
Campkin, J.	Cononley, Ch. of Eng.	Yorkshire	.	.	
Canen, J.	Edinburgh, St. Patrick's, R.C.S.	Edinburgh	.	.	

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Canner, W.	York, Walmgate, Ch. of England.	York	3	3	.	.
Cantopher, W. E.	Birmingham, St. Peter's, R.C.S.	Birmingham	1	3	.	.
Capel, T. J.	(Student, Hammersmith, R.C.S.)		2	2	1	2
Capewell, W.	Finsbury, St. James', Ch. of Eng.	London	3	2	.	.
Carey, G. T.	Habergham, All Saints', Ch. of Eng.	Burnley	3	1	2	3
Carilon, J.	Isleworth, Ch. of Eng.	Middlesex	2	3	.	.
Carmichael, F.			3	3	.	.
Carmichael, J.			3	1	.	.
Carnduff, A.	Cathcart, Parochial	Glasgow	3	3	.	.
Carnduff, D.	(Left England)		3	1	.	.
Carnduff, W.	Houston and Killellan, Par.	Johnstone	2	2	.	.
Carne, T.	Baldin, Ch. of Eng.	Truro	3	3	.	.
Carpenter, J.	(Student, Exeter)		.	.	1	3
Carr, G. S.	Kirkstall, St. Stephen's, Ch. of Eng.	Leeds	3	1	.	.
Carr, W. T.	Burley, Ch. of Eng.	Leeds	3	3	.	.
Carson, A. M.			3	3	.	.
Carswell, A.	Larbert, Par. S.	Stirling	2	3	.	.
Carter, J.	Barham, Ch. of Eng.	Canterbury	3	3	.	.
Carter, J.	(Student, Winchester)		3	1	2	3
Carter, T.	Satterthwaite and Rusland, Ch. of Eng.	Milnthorpe	3	3	.	.
Carter, W.	Bridgenorth, St. Mary's, Ch. of Eng.	Shropshire	3	3	.	.
Cartman, G.	(Student, Borough Road)		3	1	.	.
Cartwright, G. P.	Chester Training S.	Chester	1	3	.	.
Carver, R.	Welton, Ch. of Eng.	Howden	3	2	.	.
Carvill, H.	Temple and Lincoln's Inn Choir S., Ch. of Eng.	London	3	3	.	.
Carvill, T.	Loughborough, Lancasterian	Leicestershire	3	2	.	.
Casley, G.	Bramley, Wes.	Leeds	3	3	.	.
Casse, C. J.	Broad Clyst, Ch. of Eng.	Exeter	3	2	.	.
Castle, C.	New Swindon, Great Western Railway, Ch. of Eng.	Wiltshire	2	3	.	.
Caulfield, J. B.	Loughborough High S.	Leicestershire	3	3	.	.
Causier, J. W.	Lincoln, N. District, Ch. of Eng.	Lincoln	2	1	.	.
Cawthorne, J. P. (A.)	Chichester, Ch. of Eng.	Chichester	2	1	.	.
Cayzer, T. S.	Chudleigh Grammar School	Devonshire	2	1	.	.
Chadwick, J.	Wednesbury, Wes.	Staffordshire	2	3	.	.
Chadwick, J. (A.)	Macclesfield, Ch. Ch., Ch. of Eng.	Cheshire	2	1	.	.
Chadwick, T. M.	(Student, Battersea)		.	.	1	1
Chalklen, J.	Strand, P. U. S.	Middlesex	2	3	.	.
Chalmers, J.	Newington, F. C. S.	Edinburgh	2	3	.	.
Chambers, E. T.	Penkridge, Ch. of Eng.	Staffordshire	2	3	.	.
Chambers, T.			3	3	2	3
Chambers, W. T.	Lisson Grove, St. Paul's, The Bentinck, Ch. of Eng.	London	.	.	1	3
Champness, J. E.	Ipswich, B. S.	Suffolk	2	2	.	.
Chandler, H.	Parkend, Ch. of Eng.	Gloucester	.	.	1	3
Channon, T.	Geddington, Ch. of Eng.	Northamptonshire	3	3	.	.
Chapman, E.	(Student, Battersea)		.	.	1	3
Chapman, G.	Alton, St. John's, R. C. S.	Staffordshire	2	2	.	.
Chapman, G. A.	Curzon Chapel, Ch. of Eng.	London	2	3	.	.
Chapman, T.	Durham, St. Cuthbert's, R.C.S.	Durham	2	3	.	.
Chapman, W.	South Bersted and Bognor, Ch. of Eng.	Bognor	2	3	.	.
Chapman, W.	Folkestone, St. Mary's and St. Eanswith's, Ch. of Eng. S.	Kent	2	3	2	1
Chappels, J.	Burton-on-Trent, Ch. Ch., Ch. of Eng.	Burton-on-Trent	3	1	.	.
Charles, J. B.	(Student, Edinburgh, F. C. Normal.)		2	3	2	3
Charlton, R.	York Training School	York	1	2	.	.
Chartres, R.	Long Itchington, Ch. of Eng.	Southam	1	3	.	.
Chate, W.	Marlborough, St. Peter's, Ch. of Eng.	Wiltshire	2	3	.	.
Cheadle, R.	Paddington, St. Mary's, Ch. of Eng.	London	3	1	.	.
Cheal, J.	(Student, Battersea)		.	.	1	1

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Chennell, E.	Saffron Waldron, B.S.	Essex	3	2	.	.
Cherrington, F. J.	Highbury Practising	Middlesex	3	2	1	2
Chick, J. B.	Weymouth, Trinity, Ch. of Eng.	Dorsetshire	3	2	.	.
Child, W. (D)	Bushbury, Ch. of Eng.	Wolverhampton	3	2	.	.
Childs, E.	Dublin, Model	Dublin	2	1	.	.
Chinn, A.	Oldham Common, B.S.	Bristol	2	1	.	.
Chisholm, D. J.	Brighton, St. Paul's, Ch. of Eng.	Sussex	2	2	.	.
Chisholm, J.	(Student, Edinburgh, F. C. Normal.)		.	.	1	2
Chittleburgh, F. J.	Bentley, Ch. of Eng.	Ipswich	2	3	.	.
Christie, A. J.	Newport, Ch. of Eng.	Isle of Wight	2	2	.	.
Christie, J.	Geddes, Ch. of Scot.	Culross	1	3	.	.
Christie, J.	(Student, Edinburgh, St. Andrew's Hall, Epis.)		.	.	2	2
Christie, J. A.	Milton Abbott, Ch. of Eng.	Tavistock	2	2	.	.
Church, G.	(Student, Cheltenham)		.	.	1	.
Clague, E.	St. Anne's, Ch. of Eng.	Isle of Man	.	.	1	3
Clark, A. C. (A.)	Salisbury, Ch. of Eng.	Wiltshire	2	1	.	.
Clark, D.	Kilbirnie, F. C. S.	Ayrshire	3	2	.	.
Clark, D.	Portmoak, F. C. S.	Kinross	3	2	.	.
Clark, F. H.	Ulverston, Ch. of Eng.	Lancashire	3	2	.	.
Clark, J.	Fossoway, Ch. of Scot.	Kinross	3	3	.	.
Clark, T.	Belper, Wes.	Belper	2	3	.	.
Clarke, A.	Ringwood, Ch. of Eng.	Ringwood	3	2	.	.
Clarke, C.	Kirkby Fleetham, Ch. of Eng.	Bedale	.	.	1	3
Clarke, J.			3	1	.	.
Clarke, J.	(Left England)		2	1	.	.
Clarke, J. A.	Wimborne, P. U. S.	Dorsetshire	3	3	.	.
Clarke, P.	Bristol, St. Mary Quay, R. C. S.	Gloucester	.	.	1	3
Clarke, S.	Colchester, Magdalene's Street Branch, Ch. of Eng.	Essex	3	1	.	.
Clarke, S. E. J.	Pressingfield, Ch. of Eng.	Haileston	3	1	.	.
Clay, W.	(Student, York and Ripon)		.	.	1	3
Cleaver, C.	Oakland, Ch. of Eng.	Rutlandshire	3	3	.	.
Clegg, G.	(Student, York and Ripon)		.	.	1	3
Clegg, J.	Nantwich, Ch. of Eng.	Nantwich	3	2	.	.
Clement, L. (D.)	(Student, Chester)		3	2	2	2
Clemons, J. N.	Epping, B.S.	Essex	3	1	2	2
Clifford, G.	Trowbridge, B.S.	Wiltshire	.	.	1	3
Clinker, C.	Street and Walton, B.S.	Glastonbury	2	2	.	.
Close, G.	Doncaster, Ch. of Eng.	Doncaster	1	3	.	.
Close, J	Lowdham, Ch. of Eng.	Nottingham	3	1	.	.
Close, R.			3	3	.	.
Clouting, R.	Axmouth, Ch. of Eng.	Colyton	3	3	.	.
Coates, R.	Winterton, Wes.	Lincoln	3	1	.	.
Coates, W.	York, Albion Street, Wes.	York	.	.	1	2
Cobb, J. T.	(Student, Edinburgh, Free Ch. Normal.)		.	.	1	1
Cobbing, J.	Walham Green, St. John's, Ch. of Eng.	Middlesex	2	3	.	.
Coburn, I.	(Student, Highbury)		3	1	2	2
Cock, J.	Locher, Sessional	Forfarshire	3	2	.	.
Cock, J. T.	Pembroke Dock, B.S.	Pembroke	2	1	.	.
Cockman, A.	(Student, Battersea)		.	.	1	2
Cockren, R. (A.)	Lenton, Ch. of Eng.	Nottinghamshire	3	1	.	.
Coghlan, E.	Home and Colonial Training	London	2	3	.	.
Colborne, P.	Kingsbridge and Dodbrook B.S.	Devonshire	3	2	.	.
Cole, F. (A.)	Swansea, Ch. of Eng.	Glamorganshire	1	3	.	.
Cole, J.	St. George's Road, House of Occupation.	Southwark	1	3	.	.
Cole, T.	Messingham, Ch. of Eng.	Kirton-in-Lindsay	3	3	.	.
Collard, B. C.	(Ordained)		1	2	.	.
Collard, H.			3	3	.	.
Collier, J.			3	1	.	.
Collier, J.			2	1	.	.
Collier, T. G.	Winsford, Ch. of Eng.	Chester	3	3	.	.
Collins, A. W.	St. Clement Danes, Strand, Ch. of Eng.	London	3	1	.	.
Collins, J. (A.)	Stretford, Ch. of Eng.	Lancashire	2	3	.	.
Collinson, T.	Alnwick, the Duke's School, Ch. of Eng.	Alnwick	1	3	.	.
Collinson, T.	(Student, Cheltenham)		3	1	.	.
Collinson, W.	Staveley, Ch. of Eng.	Yorkshire	3	2	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Collis, W.	- - - -	- - -	3	3	.	.
Colquhoun, W.	(Student, Glasgow, G.A. Normal.)	- - -	.	.	1	3
Combes, H.	Chichester, B.S. - - -	Sussex - - -	2	1	.	.
Comfort, J. A.	(Student, Borough Road) -	- - -	.	.	1	3
Connell, D. M.	Aberdeen, Free North Ch. S. -	Aberdeen - -	3	2	.	.
Connell, J. B.	(Student, Chester) - - -	- - -	3	2	.	.
Constable, J.	(Student, Edinburgh, F. C. Normal.)	- - -	2	3	2	2
Constable, J.	(Student, Battersea) - -	- - -	.	.	1	3
Conway, C.	(Student, Battersea) - -	- - -	.	.	1	3
Cook, J.	Bedminster, B. S. - - -	Somersetshire -	3	3	.	.
Cooke, J.	(Student, York and Ripon) -	- - -	.	.	1	.
Cooke, S.	Davenham, Ch. of Eng. - -	Northwick - -	.	.	1	3
Coombes, H.	Hulme, Commercial S. - -	Manchester - -	2	3	.	.
Coomber, T.	(Student, Cheltenham) - -	- - -	2	2	2	2
Coombes, J.	Stockport Grammar S. - -	Cheshire - -	3	3	.	.
Coome, R.	Falmouth, B.S. - - -	Falmouth - -	3	2	.	.
Cooper, A.	Highbury Training S. - -	London - - -	1	3	.	.
Cooper, A. (D.)	Tidenham, Ch. of Eng. - -	Chepstow - -	.	.	1	3
Cooper, C.	Tenterden, B.S. - - -	Kent - - -	.	.	1	3
Cooper, F. (A.)	Camberwell, Ch. Ch., Ch. of Eng.	Surrey - - -	1	3	.	.
Cooper, H.	- - - -	- - -	3	1	.	.
Cooper, J. R.	Dorchester, Ch. of Eng. - -	Dorchester - -	3	2	2	3
Cooper, Z.	Westminster, St. Stephen's, Ch. of Eng.	Middlesex - -	2	3	.	.
Copeland, H.	- - - -	- - -	3	1	.	.
Copland, J.	Kilwinning, Ch. of Scot. -	Ayrshire - - -	3	2	.	.
Copland, M. J.	- - - -	- - -	3	2	.	.
Copus, G.	East Cowes, Ch. of Eng. - -	Isle of Wight - -	.	.	1	3
Corbett, J.	- - - -	- - -	3	3	.	.
Corbett, J.	Manchester, St. Mary's, R.C.S.	Manchester - -	3	1	.	.
Corke, R.	Streatham, Ch. of Eng. - -	Surrey - - -	2	3	.	.
Corken, G.	- - - -	- - -	1	1	.	.
Corrrie, J.	(Student, Culham) - - -	- - -	.	.	1	3
Cossens, J.	- - - -	- - -	3	1	.	.
Coullie, J.	Methven, F.C.S. - - -	Methven - - -	3	3	.	.
Coulson, J.	Deptford, St. Andrew's, Ch. of Eng.	Durham - - -	3	2	2	2
Coulthwaite, S.	Teston, Ch. of Eng. - -	Maidstone - -	3	3	.	.
Coupland, J.	Hawkesbury, Ch. of Eng. -	Gloucestershire -	.	.	1	3
Courtney, J.	Bristol, Hannah More's, Ch. of Eng.	Bristol - - -	3	1	.	.
Coutts, J. T.	Dunn, G.A.S. - - - -	Caithness-shire -	3	3	.	.
Coverly, S.	Rhuddlan, Ch. of Eng. - -	Rhyl - - -	3	2	.	.
Covill, H.	(Student, Chelsea, St. Mark's)	- - -	.	.	1	3
Cowan, G.	Kirkmaiden, F.C.S. - -	Stranraer - -	3	1	.	.
Cowburn, R.	- - - -	- - -	3	3	.	.
Cowcher, J. A.	Fareham, Ch. of Eng. - -	Hampshire - -	2	3	.	.
Cowdell, J. M.	Holme, Ch. of Eng. - -	Hampshire - -	3	2	.	.
Cowen, J.	Riddings, Ch. of Eng. - -	Alfreton - - -	3	1	.	.
Cowen, T.	Shipton Moyne, Ch. of Eng. -	Tetbury - - -	.	.	1	3
Cowie, A. R.	Insch, F.C.S. - - - -	Aberdeenshire -	3	3	.	.
Cowie, H.	- - - -	- - -	2	3	.	.
Cowley, W.	Peel, Ch. of Eng. - - -	Isle of Man - -	.	.	1	3
Cowper, J.	Macduff, F.C.S. - - -	Banff - - -	2	3	.	.
Cox, A.	Burwash, Ch. of Eng. - -	Hurst Green - -	3	3	.	.
Cox, C.	- - - -	- - -	2	3	.	.
Cox, F.	(Student, Battersea) - -	- - -	.	.	1	1
Cox, H.	Maidstone, P. U. S. - -	Kent - - -	3	2	.	.
Cox, T.	- - - -	- - -	3	2	.	.
Coxhead, W. P.	Devizes, Town, Ch. of Eng. -	Wiltshire - -	3	1	.	.
Crabb, A.	- - - -	- - -	1	3	.	.
Crabtree, T.	West Bromwich, Gold's Hill, Ch. of Eng.	Staffordshire - -	2	2	.	.
Craigie, J. A.	Glasgow, Free St. John's S. -	Lanarkshire - -	.	.	1	3
Cramp, H. (A.)	Finchley, Holy Trinity, Ch. of Eng.	Middlesex - -	3	3	.	.
Crampton, F. R.	St. John's Wood, St. John's, Ch. of Eng.	London - - -	1	3	.	.
Crampton, T.	Brentford, B. S. - - -	Brentford - -	1	3	.	.
Crankshaw, W.	Denton, Ch. Ch., Ch. of Eng. -	Manchester - -	3	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Craston, J.	Pensnett, Ch. of Eng.	Dudley	3	2	.	.
Crawford, J.	St. Cyrus, F. C., Congregational S.	Kincardine	3	1	.	.
Creeft, W. J.	-	-	3	3	.	.
Crees, J. S.	(Student, Culham)	-	.	.	1	3
Crellin, W.	Sulby, Ch. of Eng.	Isle of Man	2	1	.	.
Crenwell, J.	Chelsea, St. Mark's, Practising School.	London	.	.	1	3
Cretney, T.	-	-	.	.	1	.
Crichton, J.	Perth, New Row, Ch. of Eng.	Perth	.	.	1	2
Cripps, W. R.	Kensington, St. Barnabas', Ch. of Eng.	London	3	1	.	.
Crispin, J.	Warminster, Ch. of Eng.	Wiltshire	2	2	.	.
Croad, T. R.	St. Andrew's, Holborn, Trinity District, Ch. of Eng.	London	3	2	.	.
Crocket, W.	(Student, Glasgow, G. A. Norm.)	-	3	3	.	.
Crockett, G.	Pencaitland, Newtown, Ch. of Scot.	Haddingtonshire	3	1	.	.
Crockett, W.	Glasgow, Milton, Estab. Ch.	Glasgow	3	1	.	.
Crockford, T. S.	-	-	2	3	.	.
Cromwell, J.	South Shields, Old Charity, Ch. of Eng.	Durham	3	1	.	.
Cronin, C.	Birkenhead, St. Werbergh's, R. C. S.	Cheshire	.	.	1	1
Cronin, J.	Alnwick, St. John's, R. C. S.	Northumberland	.	.	1	3
Crook, W. F.	-	-	3	1	.	.
Crooks, W. J.	City Road, St. Matthew's, Ch. of Eng.	London	2	3	.	.
Cross, C. J.	-	-	2	2	.	.
Cross, J.	Tormarton, Ch. of Eng.	Chippenham	3	1	.	.
Cross, J. H.	-	-	3	1	.	.
Crossfield, J. D.	(Student, York and Ripon)	-	.	.	1	3
Crossley, E.	Halifax, Sowerby St. George's, Ch. of Eng.	-	3	3	.	.
Crotty, T.	-	-	3	3	.	.
Crouch, J.	Deal, Parochial	Kent	2	1	.	.
Crow, T.	-	-	3	1	.	.
Crow, W.	Habergham Eaves, Ch. of Eng.	Burnley	2	2	.	.
Crowden, G.	Halesworth, Ch. of Eng.	Suffolk	3	3	.	.
Crowe, R. B.	Edinburgh, Dr. Thomson's, F. C. S.	Edinburgh	2	2	.	.
Crowther, J. T.	-	-	3	2	.	.
Crowther, J. T.	Brumpton-on-Swale, Ch. of Eng.	Richmond, Yorksh.	.	.	1	3
Cruess, J.	Northleach, P. U. S.	Gloucester	3	2	.	.
Cruickshank, J.	Tillimorgan, Epis. S.	Aberdeen	.	1	1	3
Cruickshank, L.	(Student, Edinburgh, G. A. Normal.)	-	3	2	.	.
Cuckow, G. J.	Buntingford, Ch. of Eng.	Herts	2	3	.	.
Cuckow, G. P.	-	-	3	1	.	.
Cudlip, J. F.	Bodmin, Ch. of Eng.	Cornwall	1	3	.	.
Cuffe, A. M.	Newcastle-on-Tyne, Jubilee, B. S.	Northumberland	3	1	.	.
Cull, Alfred	Newton-in-Mottram, Ch. of Eng.	Chester	.	.	1	2
Cumming, W.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	3
Cummings, H.	Derby, Curzon Street, Ch. of Eng.	Derby	3	2	.	.
Cummins, G.	Westminster, St. Mary's, R. C. S.	London	2	2	.	.
Cunning, J.	Fairnington, G. A. S.	Roxburgh	.	.	1	2
Currie, A.	(Left England)	-	3	2	.	.
Curtin, J. W.	Kendal, P. U. S.	Westmoreland	3	2	.	.
Curtis, J.	Leicester, Hill Street, B. S.	Leicester	3	2	.	.
Curtis, J.	Manchester, Lower Moseley Street, B. S.	Manchester	3	2	.	.
Curtis, J. C.	British and Foreign Train. S.	Surrey	1	3	.	.
Curtis, T. S.	Hull, South Myton, Wes.	Yorkshire	2	3	.	.
Curwen, M.	-	-	2	3	.	.
Curwen, M.	Liscard, Ch. of Eng.	Chester	2	1	.	.
Cusiter, G. F.	Dalkeith, Duchess of Buccleugh's S.	Edinburgh	3	1	.	.
Cusworth, C. (D.)	Wolverhampton, St. Matthew's, Ch. of Eng.	Staffordshire	.	.	1	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Cuthbert, J. G.	- - - - -	- - -	2	2	.	.
Cuthbertson, J.	Crosshouse, Ch. of Scot.	Ayr - - -	3	2	.	.
Daffen, T.	Northampton, All Saints, Ch. of Eng.	Northampton -	1	2	.	.
Daglish, A.	Worcester, St. John's, Ch. of Eng.	Worcester -	3	1	.	.
Dainteth, W.	(Student, Battersea) - -	- - -	.	.	1	2
Dakin, F.	Redbank, St. Thomas', Ch. of Eng.	Manchester -	3	2	.	.
Dalby, T.	New Romney, Ch. of Eng.	Kent - -	.	.	1	3
Dalby, W.	Newbury, Wes. Day S. -	Berkshire -	3	3	.	.
Dale, J.	- - - -	- - -	1	3	.	.
Dale, J.	Leadhills, Ch. of Scot. -	Lanark - -	1	3	.	.
Dale, J. D.	Glasgow, East Miller Street, F. C. S.	Lanarkshire -	3	2	.	.
Dalley, H.	(Student, Caermarthen) -	- - -	3	3	2	3
Dalton, C.	Bramley, Ch. of Eng. -	Leeds - - -	3	2	.	.
Dandson, J.	- - - -	- - -	3	2	.	.
Dare, J.	Bishop's Hatfield, Ch. of England.	Hertfordshire -	3	2	.	.
Dart, H.	Torquay, Ch. of Eng. -	Devonshire -	3	1	.	.
Dart, J.	(Student, Chelsea, St. Mark's)	- - -	3	1	2	3
Davey, C. M.	Mansfield, Woodhouse, Ch. of Eng.	Nottinghamshire -	3	2	.	.
Davey, H. M.	Pimlico, St. Barnabas, Ch. of Eng.	London - -	3	3	.	.
Davey, J. W.	- - - -	- - -	3	3	.	.
Davey, W.	Walkden Moor, Ch. of Eng.	Lancashire -	1	3	.	.
Davey, W. T.	(Student, Exeter) - -	- - -	.	.	1	2
David, W.	Principal Exeter Training S.	Exeter - -	1	3	.	.
Davidson, A.	Ellon, F. C. S. - - -	Aberdeenshire -	2	1	.	.
Davidson, A.	- - - -	- - -	3	2	.	.
Davidson, J.	Leswalt, F. C. S. - -	Stranraer -	2	2	.	.
Davidson, J.	Portsey Grammar, Ch. of Scot.	Banffshire -	2	3	.	.
Davidson, J.	Brechin, St. Andrew's, Epis.	Forfarshire -	3	2	.	.
Davidson, R.	(Student, Glasgow F.C.Norm.)	- -	.	.	1	3
Davies, D.	Festiniog and Maentwrog, Ch. of Eng.	Merionethshire -	.	.	2	3
Davies, D.	(Student, Borough Road) -	- - -	.	.	1	3
Davies, D.	(Student, Carnarvon - -	- - -	.	.	1	3
Davies, D.	- - - -	- - -	3	1	.	.
Davies, E.	Truro, B. S. - - -	Truro - -	3	3	.	.
Davies, G.	(Student, Cheltenham) -	- - -	2	1	.	.
Davies, J.	Llangefni, Ch. of Eng. -	Anglesea -	3	2	.	.
Davies, J.	Kensington, Free Ch. of Eng.	Middlesex -	3	2	.	.
Davies, J.	Bodfeirig, Ch. of Eng. -	Caernarvon -	3	1	.	.
Davies, J.	Twerton, Ch. of Eng. -	Bath - -	3	1	.	.
Davies, J. L.	Haverfordwest, Ch. of Eng.	Pembroke -	3	3	.	.
Davies, T.	(Student, Exeter) - -	- - -	.	.	1	3
Davies, T. D.	Dafen Tin Works, Ch. of Eng.	Caermarthen -	3	3	.	.
Davies, W.	Llandovery, Ch. of Eng.	Caermarthen -	3	3	.	.
Davis, B. D.	Redhill, Wes. - - -	Sheffield - -	3	1	.	.
Davis, G. B.	Woburn, B. S. - -	Bedfordshire -	2	2	.	.
Davis, G. J.	Cainscross, Ch. of Eng. -	Stroud - -	3	1	.	.
Davis, J.	- - - -	- - -	3	3	.	.
Davis, U. J.	Upton St. Leonard's, Ch. of Eng.	Gloucester -	2	3	.	.
Davis, W.	Liverpool Hibernia, B. S.	Liverpool -	2	1	.	.
Davis, W. H.	Eccles, Broom House Lane, Ch. of Eng.	Manchester -	.	.	1	3
Dawe, J. S.	(Student, Chelsea, St. Mark's)	- - -	.	.	1	1
Dawson, J.	Morningside, Original, Ch. of Scot.	Edinburgh -	2	2	.	.
Dawson, J.	Edinburgh, Free, New North S.	Edinburgh -	3	1	.	.
Dawson, J. L.	- - - -	- - -	3	2	.	.
Dawson, R.	Christleton, Parochial -	Cheshire - -	3	2	.	.
Dawson, S.	Droylesden, B. S. - -	Manchester -	3	3	.	.
Dawson, W.	Westminster, Archbishop Tenison's, Ch. of Eng.	London - -	3	2	.	.
Dawson, W.	- - - -	- - -	3	3	.	.
Day, J. E. (D.)	Marylebone, Portman Chapel, Ch. of Eng.	London - -	3	2	.	.
Day, T. N. (A.)	Staines, Ch. of Eng. -	Middlesex -	3	2	.	.
Daymond, A. C.	Paddington, St. John's, Ch. of Eng.	London - -	2	2	.	.

MASTERS

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Cla
			Class.	Division.	Year.
Dayson, J. O.	Stoke-upon-Trent, Ch. of Eng.	Staffordshire	.	.	1
Dayson, W.	(Student, Cheltenham)	-	.	.	1
Deane, J.	Dilwyn, Ch. of Eng.	Leominster	.	.	1
Dear, J.	Abbotts Ann, Ch. of Eng.	Andover	2	3	.
Dearman, E. I.	-	-	3	3	.
Dee, J. H.	Bowden, Ch. of Eng.	Altrincham	1	3	2
Demans, R.	Breadalbane, F. C. S.	Perth	1	2	.
Denick, A.	Carn Thomas, St. Mary's, Ch. of Eng.	Scilly Isles	.	.	1
Denner, J.	Whitstable and Seasalter, Ch.S.	Canterbury	3	3	.
Dennett, W.	Redhill Philanthropic Farm S.	Reigate	2	1	.
Dennis, W. C.	(Student, Cheltenham)	-	3	3	.
Dennison, J.	-	-	3	3	.
Dent, M. B. E.	Cromhall, S.	Gloucestershire	.	.	1
De Pennington	Rawtenstall, Ch. of Eng.	Manchester	.	.	1
Derwent, W.	Middlesbro' on Tees, B. S.	York	3	3	.
Des Forges, R.	Goodnestone, Ch. of Eng.	Kent	3	3	.
Devlin M.	Litherland, R.C.S.	Liverpool	3	3	.
Devonshire, J.	Helmsley, Wes. S.	York	.	.	1
Dewar, J.	St. Leonard's, F. C. S.	Perth	3	3	.
Dewar, J.	Glasgow, Free Gorbals Mission	Lanarkshire	3	1	.
Dewar, P.	Swinton, F. C. S.	Coldstream	3	3	.
Dewdney, G.	Farnham, Ch. of Eng.	Surrey	.	.	1
Dewhurst, G. W.	Olveston, Ch. of Eng.	Bristol	2	3	.
Dewhurst, P. N.	Burnley, St. James', Ch. of Eng.	Burnley	3	3	.
Dexter, T. P.	Highbury, Metropolitan Model	Middlesex	3	3	.
Dick, A. H.	Bradford, Boro' West, B. S.	York	2	2	.
Dick, T. G.	Edinburgh, F. C. Normal	Edinburgh	2	2	.
Dick, W.	Dunbar Burgh, S.	Haddingtonshire	2	3	.
Dickie, J.	Glasgow, St. David's, Par.	Lanarkshire	3	2	.
Dickie, J.	-	-	2	2	.
Dickie, J.	Dunfermline, St. Leonard's Works.	Fifeshire	3	3	.
Dickie, W.	Paisley, Abbey Parish	Renfrewshire	.	.	1
Dickinson, R.	Lumley, Ch. of Eng.	Durham	3	3	.
Dickson, J. S.	Dewsbury, Middle, Ch. of Eng.	Dewsbury	2	1	.
Dickson, N.	Glasgow, East Gorbals, Territorial, F. C. S.	Lanark	3	2	.
Dickson, T.	Grange Pans, Subscription S.	Boness	3	2	.
Diggens, A.	Siddington and Capesthorne, Ch. of Eng.	Chester	2	3	.
Diggens, J.	Chelsea, Royal Military Asylum	Middlesex	3	1	.
Diggens, W.	Lilleshall, Ch. of Eng.	Newport, Salop	3	3	.
Diggle, J.	(Student, Chester)	-	.	.	1
Dineen, J.	-	-	2	3	.
Dingle, J.	Weston, Ch. of Eng.	Bath	3	3	.
Dingwall, R.	Edinburgh, Northern District, F. C. S.	Edinburgh	2	1	.
Ditchfield, J.	Patricroft, Mechanics' Institution.	Manchester	3	1	.
Dixon, E. M.	Glasgow, Dundas Vale, Training S.	Lanarkshire	1	2	.
Dixon, G.	Abbotts Langley, Ch. of Eng.	Hertfordshire	2	3	.
Dixon, R. J.	Leominster, B.S.	Herefordshire	3	2	.
Dixon, S. C.	Cambridge, St. Paul's, Ch. of Eng.	Cambridge	3	2	.
Dixon, W.	-	-	3	3	.
Dixon, W.	Winterton, Ch. of Eng.	Glandford Brigg	3	1	.
Dixon, W. T.	Oxford, Training S.	Oxford	2	2	.
Dobbie, J.	Torryburn, Ch. of Scot.	Fifeshire	2	3	.
Docherty, W.	Thurso, F. C. S.	Caithness-shire	2	3	.
Dodds, C.	Buckingham Palace, Royal Mews S.	London	2	3	.
Dodds, J.	Walker, Iron and Alkali Works School.	Newcastle-on-Tyne	2	3	.
Dodge, W.	(Student, Cheltenham)	-	.	.	1
Dodwell, J. T.	Charlton King's, Ch. of Eng.	Cheltenham	3	2	2
Doidge, S.	Chelsea, St. Mark's Prac. S.	London	2	3	2
Doig, T.	(Student, Edinburgh G. A. Normal.)	-	.	.	1
Dolman, A.	(Student, Edinburgh, F. C., Normal.)	-	.	.	1

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Donaldson, D.	Glasgow, F.C. Normal	Lanarkshire	2	1	.	.
Donaldson, J.	(Student, Edinburgh, G. A., Normal.)	-	.	.	1	1
Donlevy, J.	Edinburgh, St. Andrew's, R.C.S.	Edinburgh	2	3	.	.
Dorothy, N.	Birmingham, St. Chad's, R.C.S.	Birmingham	3	3	.	.
Dorward, A. B.	-	-	3	2	.	.
Dorward, R. W.	Polmont, Par. S.	Falkirk	2	2	.	.
Dougall, Æ.	Pitcairn Green, F. C. S.	Perth	3	3	.	.
Dougall, J.	Edinburgh, Heriot's Hospital	Edinburgh	3	2	.	.
Douglas, A.	Kirkhill, F. C. S.	Inverness	3	3	.	.
Douglas, J.	-	-	2	1	.	.
Douglas, J. S.	Davidsons' Mains, Ch. of Eng.	Edinburgh	1	2	.	.
Douglas, W.	(Student, Glasgow, F.C. Norm.)	-	.	.	1	3
Douse, T.	Dukinfield, Moravian, B. S.	Chester	2	1	.	.
Douthwaite, J.	Hathern, Ch. of Eng.	Loughborough	2	3	.	.
Douthwaite, W.	Sledmere, Ch. of Eng.	York	3	1	.	.
Dovey, W.	Pontypool, Charity, Ch. of Eng.	Monmouthshire	3	2	.	.
Dow, J.	Falkirk, F. C. S.	Stirling	3	3	.	.
Dow, J. R.	Buckie, F. C. S.	Banff	3	2	.	.
Downes, J.	Edinburgh, Pilrig St., F. C. S.	Edinburgh	3	2	.	.
Downie, J.	-	-	3	3	.	.
Downing, H. J.	Saffron Walden, Ch. of Eng.	Essex	3	3	.	.
Dracup, I. S.	-	-	3	2	.	.
Drake, A.	West Derby, Ch. of Eng.	Liverpool	2	3	2	3
Drake, W.	Hornsey, Ch. of Eng.	London	3	1	.	.
Draper, J.	Worcester, Training S.	Saltley, Birmingham.	1	3	.	.
Drew, H.	High Cross, Ch. of Eng.	Standon	3	3	.	.
Driver, J.	Stockport, B.S.	Cheshire	3	3	.	.
Drodge, J.	-	-	3	3	.	.
Dron, W.	Killearn, F. C. S.	Stirlingshire	3	3	.	.
Druce, J.	(Student, York and Ripon)	-	.	.	1	3
Drury, E.	(Student, Wesminster, Wes.)	-	.	.	1	2
Dryden, J.	Ockwold-cum-Wilton, Ch. of Eng.	Brandon	3	3	.	.
Dryer, B.	St. Burian's, Ch. of Eng.	Penzance	3	1	2	2
Du Bochet, R.	-	-	2	3	.	.
Duff, D.	-	-	3	3	.	.
Dugdale, W.	(Student, Borough Road)	-	2	3	.	.
Duguid, J. E.	Ellon, F. C. S.	Aberdeen	2	2	.	.
Duncan, J.	Cameron, P. S.	St. Andrew's	.	.	1	1
Duncan, W.	Inchture, Parochial	Perth	3	3	.	.
Duncan, W.	-	-	2	1	.	.
Duncan, W.	Wooler, Presbyterian	Northumberland	2	2	.	.
Dungate, T.	Rusthall, Ch. of Eng.	Kent	3	3	.	.
Dungey, J.	Truro, Cornwall Central	Cornwall	2	3	.	.
Dunkerton, F. W.	Brampton Brian, Ch. of Eng.	Shrewsbury	.	.	1	3
Dunlop, A.	Lanark, Burgh S.	Lanarkshire	3	2	.	.
Dunstan, J. H.	Silverstone, Wes.	Towcester	3	3	.	.
Dunstone, J. J.	Mansfield, Wes.	Nottinghamshire	3	2	.	.
Dunstone, W.	(Student, Chelsea, St. Mark's)	-	.	.	1	3
Durban, C.	Greenwich, Trinity, Ch. of Eng.	Kent	3	2	.	.
Durno, A.	Aberchirder, G. A. S.	Banff	2	1	.	.
Durose, W.	Stone, Ch. Ch., Ch. of Eng.	Staffordshire	3	3	.	.
Dyas, W.	Marylebone, Ch. Ch., Ch. of Eng.	London	3	3	.	.
Dyer, S.	-	-	2	2	.	.
Dyke, E.	(Student, Cheltenham)	-	.	.	1	3
Dymond, J.	Freckenham, Ch. of Eng.	Mildenhall	3	1	.	.
Dyson, S.	-	-	2	3	.	.
Dyson, W.	North Cave, Ch. of Eng.	Yorkshire	3	2	.	.
Earl, F.	(Student, Winchester)	-	2	2	2	2
Earl, J. N.	Lakenham, St. Marks, Ch. of Eng.	Norwich	3	2	.	.
Earland, H.	Bermondsey, Star Corner, Ch. of Eng.	Surrey	2	3	.	.
Fast, W.	(Student, Highbury)	-	.	.	1	3
Easterby, W.	Spennymore, Ch. of Eng.	Durham	2	3	.	.
Eastman, R. M.	-	-	3	1	.	.
Easton, A. C.	-	-	2	3	.	.
Easton, G.	-	-	2	1	.	.
Easton, J. (A.)	Southwark, St. George's, Ch. of Eng.	Surrey	2	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Cla
			Class.	Division.	Year.
Easton, J. C.	North Walsham, Ch. of Eng.	Norfolk	3	2	.
Easton, R. H.	Melrose, F. C. S.	Roxburghshire	3	3	.
Easton, W.	Hereford, Scudamore S.	Hereford	1	1	.
Easton, W.	Langholm, F. C. S.	Dumfriesshire	3	1	.
Eaton, W.	Stourport, Ch. of Eng.	Stourport	2	3	.
Eccleston, J.	-	-	3	3	.
Eccleston, J.	Carlisle, Fawcetts, Ch. of Eng.	Cumberland	.	.	1
Eckersley, H.	Student, Chelsea, St. Mark's)	-	.	.	2
Eddison, W. S.	Welton, Parochial	Lincolnshire	3	3	.
Edge, M.	(Left England)	-	3	1	.
Edger, J.	Burnley, Wes.	Lancashire	2	1	.
Edghill, J. C.	Whitechapel, St. Mark's, Ch. of Eng.	London	2	3	2
Edgley, T. C.	Hull, Salthouse Lane, Ch. of Eng.	York	2	2	.
Edmondson, J.	Preston, St. Paul's, Ch. of Eng.	Lancashire	2	1	.
Edmund, H.	Cwmamman, Ch. of Eng.	Llandilo-Vawr	3	1	.
Edmunds, J.	Bangor, B. S.	Bangor	2	3	.
Edney, W. H.	Gravesend and Milton Free School, Ch. of Eng.	Gravesend	2	3	.
Edsor, H.	Cheltenham, Ch. Ch., Ch., of Eng.	Gloucestershire	1	3	.
Edwards, J.	Salford, Scotch Pres.	Lancashire	3	2	.
Edwards, K. W.	(Student, Battersea)	-	.	.	1
Edwards, T.	Tonbridge, St. Stephen's, Ch. of Eng.	Kent	3	3	.
Eedes, R.	Letterston, Ch. of Eng.	Haverfordwest	3	2	.
Egginton, J.	(Student, Cheltenham)	-	.	.	1
Elder, D. W.	East Wemyss, F. C. S.	Kirkaldy	3	1	.
Eldridge, J.	Aldeburgh, Ch. of Eng.	Aldeburgh	3	3	.
Ellen, C.	Aspley Guise, Ch. of Eng.	Woburn	3	3	.
Ellerthorpe, J.	Alnwick, B. S.	Northumberland	2	2	.
Elliott, A.	St. Helen's, Lowe House, St. Mary's, R. C. S.	Lancashire	.	.	1
Elliott, P.	Lamesley, Ch. of Eng.	Durham	1	2	.
Elliott, T.	Prestwich, Ch. of Eng.	Manchester	2	1	.
Elliott, W.	-	-	2	3	.
Ellis, E.	Denbigh, B. S.	Denbigh	3	3	1
Ellis, G.	Rhos-Llanerchrugog, Ch. of Eng.	Wrexham	3	2	.
Ellis, H.	Turvey, Ch. of Eng.	Newport Pagnell	3	3	.
Ellis, J.	Masham, Charity, Ch. of Eng.	Yorkshire	3	3	.
Ellis, J.	Buckley, St. Matthew's, Ch. of Eng.	Mold	2	1	.
Ellis, O. R.	(Student, Caernarvon)	-	.	.	1
Ellis, W. M.	Witney, Ch. of Eng.	Oxford	.	.	1
Ellis, W.	Caernarvon, Model S.	Caernarvon	3	1	.
Emerson, R.	Epperstone	Southwell	3	2	.
Emerson, S.	Leeds, All Saints', Ch. of Eng.	Yorkshire	3	2	.
Emery, G.	Maesteg, Llynvi Ironworks, B. S.	Bridgend, Glamorganshire.	3	3	1
England, N.	Upton Pynes, Ch. of Eng.	Devonshire	2	3	.
Ennis, J.	Bolton, R. C. S.	Lancashire	3	3	.
Esau, A. J.	Lambeth, St. Thomas, Ch. of Eng.	Surrey	.	.	1
Escreet, W.	(Student, Chester)	-	2	1	.
Essex, R.	Woodstock, Ch. of Eng.	Oxfordshire	2	1	2
Evans, B.	(Student, Cheltenham)	-	.	.	1
Evans, D.	Dolbadarn, B. S.	Caernarvon	.	.	1
Evans, D.	Holyhead, B. S.	Holyhead	3	2	.
Evans, D.	Llanystumdwy, Ch. of Eng.	Tremadoc	3	2	.
Evans, E.	Barmouth, Ch. of Eng.	Barmouth	3	2	.
Evans, J.	(Student, Carmarthen)	-	.	.	1
Evans, J.	Ipswich, District, Ch. of Eng.	Ipswich	2	3	.
Evans, W.	Llantwit Major, Ch. of Eng.	Glamorganshire	3	1	.
Evans, W.	Cardiff, St. Mellon's, Ch. of Eng.	Glamorganshire	3	3	.
Evans, W.	-	-	3	3	.
Evers, H.	Plymouth, Charles, Ch. of Eng.	Devonshire	2	1	.
Ewan, R.	Blacklunnans, G. A. S.	Perth	2	2	.
Exley, J.	Great Marsden, Ch. of Eng.	Burnley	3	1	.
Eyre, G.	Rainhill, Ch. of Eng.	Prescott	3	2	.
Eyres, R. A.	Wilton, Ch. of Eng.	Wiltshire	2	1	.
Fabian, H.	(Student, Winchester)	-	.	.	1
Fagan, P.	-	-	3	3	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Fairbairn, J.	Petersfield, B. S.	Hampshire	.	.	1	3
Fairley, W.	Glencairn, F. C. S.	Dumfries	3	2	.	.
Fairmanner, W.	Northbourne, St. Augustine's, Ch. of Eng.	Deal	3	3	.	.
Falconer, A.	Houndwood, Grant's House, Ch. of Scot.	Berwickshire	3	2	.	.
Farey, S.	Skipton, B. S.	Skipton	3	3	.	.
Farish, J. B.	Dalbeattie, Parochial	Dalbeattie	2	3	.	.
Farncomb, W.	Staplecross, Wes.	Hurst Green	3	1	.	.
Farnham, J. J.	Marylebone, Trinity, Ch. of Eng.	London	1	3	.	.
Farnsworth, J. (D.)	Southwark, Wes. S.	Surrey	.	.	1	1
Farrar, T.	- - - -	- -	3	1	.	.
Farrell, J.	Leith, R. C. S.	Edinburgh	.	.	1	3
Farrer, W.	Ulverston, Town Bank S.	Lancashire	3	2	.	.
Faulkner, J.	Great Tew, Endowed, Ch. of Eng.	Oxfordshire	3	3	.	.
Feather, J.	Bungay, Ch. of Eng.	Suffolk	2	3	.	.
Fenn, G. M.	- - - -	- -	3	2	.	.
Fenny, T.	(Student, York and Ripon)	- -	.	.	1	3
Ferguson, A.	Blacklunnans, G. A. S.	Alyth Meigle	3	3	.	.
Ferguson, C.	Edinburgh, United Industrial	Edinburgh	3	3	.	.
Ferguson, D.	Kilmarnock, Townhead District	Ayrshire	2	3	.	.
Ferguson, J.	Lochaline, G. A. S.	Argyllshire	3	2	.	.
Ferguson, J. K.	Fullarton, Established Church	Irvine	3	1	.	.
Ferguson, R.	- - - -	- -	2	3	.	.
Ferguson, R.	- - - -	- -	2	2	.	.
Ferguson, R. M'Nair	Edinburgh, Moray House, F. C. S.	Edinburgh	1	2	.	.
Ferguson, T.	(Student, Glasgow, G. A. Norm.)	- -	.	.	1	2
Fergusson, D. C.	Acharn, F. C. S.	Perthshire	2	2	.	.
Fernie, T.	(Student, Edinburgh, F. C. Normal).	- -	.	.	1	3
Fernley, J.	Bollington, Ch. of Eng.	Macclesfield	.	.	1	2
Ferraby, G. A.	Marston Moretaine, Ch. of Eng.	Ampthill	2	2	.	.
Ferrie, J.	Gartsherrie, Fourth S.	Lanarkshire	1	3	.	.
Fewings, J.	Exeter, St. Sidwell's, Ch. of Eng.	Devonshire	3	2	.	.
Fieldhouse, J.	Sutton, B. S.	Hull	.	.	1	2
Filbee, J. F.	(Student, Oxford)	- -	3	3	2	2
Findlay, J.	(Student, Edinburgh, F. C. Normal).	- -	.	.	1	2
Finlay, T.	Pollockshaw's, Burgh S.	Renfrewshire	2	3	.	.
Finlayson, A.	(Student, Edinburgh, F. C. Normal).	- -	.	.	1	3
Finlayson, J.	Inch, F. C. S.	Wigton	3	3	.	.
Fish, J.	Durham, Blue Coat, Ch. of Eng.	Durham	1	2	.	.
Fisher, C.	North Thoresby, Wes. S.	Louth	.	.	1	3
Fisher, E.	Folkestone, B. S.	Kent	.	.	1	3
Fisher, H.	- - - -	- -	3	1	.	.
Fisher, J.	Strathbrand, F. C. S.	Dunkeld	2	3	.	.
Fisher, W.	St. Pancras, Ch. Ch., Ch. of Eng.	London	2	3	.	.
Fitzgerald, H.	Edinburgh, F. C., Northern District S.	Edinburgh	2	2	2	2
Fitzgerald, J.	- - - -	- -	3	1	.	.
Flaxman, S.	South Lynn, Ch. of Eng.	Norfolk	3	1	.	.
Fleming, J.	Westminster, Ch. Ch., Ch. of Eng.	London	.	.	1	3
Fletcher, F. E.	Bromsgrove, The Lickey S., Ch. of Eng.	Worcestershire	3	1	2	3
Fletcher, J.	Burslem, Ch. of Eng.	Staffordshire	3	3	.	.
Fletcher, J.	St. Helen's, Wes.	Lancashire	.	.	1	3
Fletcher, R.	Broughton, St. John's, Ch. of Eng.	Lancashire	.	.	1	3
Flint, J.	National Society's Central S.	Westminster	3	2	.	.
Flockheart, J.	- - - -	- -	2	3	.	.
Flower, E. E.	Amesbury, Ch. of Eng.	Salisbury	3	3	.	.
Floyd, R.	West Malling, Ch. of Eng.	Kent	2	1	.	.
Foden, J.	Pershore, Ch. of Eng.	Worcestershire	3	3	.	.
Folkett, W.	Harrietsham, Ch of Eng.	Kent	3	1	.	.
Folly, H.	Avening, Ch. of Eng.	Stroud	.	.	1	3
Forbes, A.	Ormiston, F. C. S.	Haddingtonshire	3	2	.	.
Forbes, R. T.	Jerviston, G. A. S.	Lanark	.	.	1	3
Forbes, W.	(Student, Glasgow, F. C. Norm.)	- -	.	.	1	2
Ford, T.	Wantage, Wes. S.	Berkshire	.	.	1	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Division.	Ch Year.
Ford, W.	Salford, St. Bartholemew's, Ch. of Eng.	Manchester	.	.	1
Forrester, J. H.	Kennoway, Ch. of Scot.	Fifeshire	2	2	.
Forster, J.	Newcastle-on-Tyne, St. John's, Ch. of Eng.	Newcastle-on-Tyne	3	1	.
Forsythe, W.	Chelmsford, Victorin, Ch. of Eng.	Chelmsford	2	2	.
Forth, T. P.	-	-	3	1	.
Fortune, A.	(Student, Edinburgh, F. C. Normal.)	-	3	1	.
Foster, C.	-	-	2	3	.
Foster, E.	(Student, York and Ripon)	-	.	.	1
Foster, T.	Charing, Ch. of Eng.	Kent	.	.	1
Fowcraker, E. T.	-	-	3	1	.
Fowkes, T.	-	-	3	3	.
Fowler, J. T.	-	-	1	3	.
Fox, J.	Hull, Trinity, Ch. of Eng.	York	3	3	.
Fox, T.	Halesowen, Ch. of Eng.	Birmingham	3	1	.
Francis, J.	(Student, Chichester)	-	.	.	1
Francis, J.	Winsford, Over Lane, Wes.	Chester	3	3	.
Francis, T.	Fishguard, Ch. of Eng.	Pembroke	.	.	1
Francis, W.	Geldestone, B. S.	Beccles	3	2	.
Franklin, H.	(Student, Culham)	-	.	.	1
Fraser, A.	Invergordon, F. C. S.	Ross and Cromarty	3	1	.
Fraser, A.	Hamilton, St. John's, F. C. S.	Edinburghshire	2	3	.
Fraser, C.	-	-	3	3	.
Fraser, D.	Jarrow, Chemical Company's S.	South Shields	2	2	.
Fraser, J.	Arbroath, Educational Inst.	Forfarshire	.	.	1
Fraser, T.	Cannick Bridge, Ch. of Scot.	Invernesshire	3	1	.
Fraser, W.	New Aberdour, F. C. S.	Aberdeenshire	3	3	.
Freeman, C.	Cyfarthfa, Ch. of Eng.	Merthyr Tydvil	3	3	.
Freeman, J.	Speen, Parochial	Berkshire	3	2	.
Frizzle, T.	Guiseley, Endowed, Ch. of Eng.	Yorkshire	3	2	.
Frost, G. T.	-	-	3	3	.
Frost, J.	Tewkesbury, Trinity, Ch. of Eng.	Tewkesbury	3	2	.
Frost, R.	Skipton, Ch. of Eng.	Yorkshire	.	.	1
Frost, R. J.	Bayswater, Ch. of Eng.	London	3	2	.
Fry, A.	Sheffield, Park Wes.	Sheffield	2	2	.
Fuge, J. D.	Caermarthen, Ch. of Eng.	Caermarthen	2	3	.
Fulcher, G.	Bishop's Castle, Ch. of Eng.	Bishop's Castle	3	3	.
Fullarton, A.	-	-	3	1	.
Fullerton, J.	Glencoe, F. C. S.	Argyllshire	3	2	.
Fulton, W.	-	-	2	2	.
Fyfe, A.	Wrexham, B. S.	Flintshire	3	2	.
Fyfe, G.	Loanhead, Subscription S.	Edinburgh	.	.	1
Fyles, T.	Scotter, Ch. of Eng.	Kirton-in-Lindsey	3	2	.
Gaddie, R.	(Student, York and Ripon)	-	.	.	1
Gadsby, J.	(Student, Battersea)	-	.	.	1
Gallaway, G.	Houston, F. C. S.	Renfrew	2	2	.
Gamble, R.	Brampton, Ch. of Eng.	Hampshire	3	2	.
Gamble, R.	Banbury, P. U. S.	Oxford	3	3	.
Gamblin, C.	Winchester, St. Thomas, Ch. of Eng.	Hampshire	.	.	1
Gammage, J.	-	-	3	1	.
Gand, J. H.	Horrabridge, Secular S.	Tavistock	3	3	.
Gane, W.	Boston, Ch. of Eng.	Lincolnshire	3	3	.
Gardiner, J.	Pitlessie, F. C. S.	Fifeshire	2	2	.
Gardiner, W.	-	-	3	3	.
Gardner, J.	Port Glasgow, Burgh S.	Glasgow	3	2	.
Gardner, J.	Sleaford, Wes.	Lincolnshire	3	1	.
Gardner, T.	Reading, St. Mary's Chapel, Ch. of Eng.	Reading	3	1	.
Gardner, T.	(Student, Carmarthen)	-	.	.	1
Garner, C.	Ryhope, Village S.	Durham	.	.	1
Garrett, G. H.	Ely, Ch. of Eng.	Cambridge	2	2	2
Garrett, J.	St. Neot's, Ch. of Eng.	Huntingdonshire	3	3	.
Garside, J. J.	Charlestown, St. George, Ch. of Eng.	Pendleton	2	3	.
Gaskill, J.	Whitby, Ch. of Eng.	Yorkshire	3	3	.
Gaskill, R. (D.)	(Student, Chester)	-	.	.	1
Gasson, G. F.	Boston Clifford and Bramham, Wes.	Tadcaster	3	1	.
Gaul, M.	Stockport, R. C. S.	Cheshire	3	3	.
Gawn, J	Yeovil, Ch. of Eng.	Somersetshire	1	3	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Gawn, J. W.	Trowbridge, Ch. of Eng.	Wiltshire	2	2	.	.
Geddes, J.	(Student, Edinburgh, G. A. Normal).		2	1	.	.
Gedge, C.	Brixton, Ch. of Eng.	Isle of Wight	2	2	.	.
Gee, C. J.	Goldenhill, Ch. of Eng.	Tunstall	.	.	1	3
Gee, J. R.	Halestead, Trinity, Ch. of Eng.	Essex	3	1	.	.
Gee, T. M.	St. Mary's, Tothill Fields, Ch. of Eng.	Westminster	3	2	.	.
Gee, W.	Sharples, Messrs. Ashworth's B.S.	Lancashire	2	3	.	.
Geldeard G.	Beckingham, Ch. of Eng.	Gainsboro'	.	.	1	3
Gemmell, J.	Barrhill, F. C. S.	Girvan	3	3	.	.
Gemmill, J. F.	Beith, F. C. S.	Ayrshire	3	2	.	.
George, F. W.			3	1	.	.
George, J.	Guildford, Holy Trinity, Ch. of Eng.	Surrey	3	3	.	.
George, W.	Fishguard, Ch. of Eng.	Pembroke	2	3	.	.
Gewstry, C.	(Student, Chelsea, St. Mark's)		.	.	1	3
Gibb, G.	Newcastle-on-Tyne, St. Andrew's, Ch. of Eng.	Newcastle-on-Tyne	2	3	.	.
Gibb, J.	Aldbar, Private	Forfarshire	3	3	.	.
Gibbes, J.	St. Erths, Ch. of Eng.	Cornwall	3	3	.	.
Gibson, G.	Wetherby, Wes.	Yorkshire	3	3	.	.
Gibson, G. H. (A.)	Halifax, Copley Factory, Ch. of Eng.	Yorkshire	1	2	.	.
Gibson, H.	Maryburgh, Ch. of Scot.	Kinross	.	.	1	2
Gibson, J.	St. Leonard's-on-Sea, Ch. of England.	St. Leonard's-on-Sea	3	1	.	.
Gibson, J.	Dundrennan, F. C. S.	Kirkcudbright	3	1	.	.
Gibson, W.	Sorbie, F. C., Congl.	Wigton	3	2	.	.
Gibson, W.	Whittonstall, Ch. of Eng.	Gateshead	2	3	.	.
Gibson, W.			3	2	.	.
Gilbert, J.	(Student, Edinburgh, F.C. Normal).		.	.	1	2
Gilbert, J. H.	Brixham, Ch. of Eng.	Devonshire	3	2	.	.
Gilchrist, A.			3	3	.	.
Gilchrist, J.			2	3	.	.
Gilchrist, N.	(Student, Glasgow, G. A. Nor.)		.	.	1	3
Gilhespy, W.	Newbrough, Ch. of Eng.		3	3	2	3
Gillham, H.	Landport, Lancasterian	Portsmouth	3	3	.	.
Gill, J.	Cheltenham, Training School	Cheltenham	3	1	.	.
Gill, J.	Tattenhall, Ch. of Eng.	Cheshire	3	1	2	2
Gill, J. W.	Crewe, Ch. of Eng.	Crewe	1	3	.	.
Gillard, J.	St. Marychurch, Ch. of Eng.	Torquay	2	2	.	.
Gillespie, J. W.	Airdrie, Free West. Ch.	Airdrie	1	3	.	.
Gillingham, W.	(Student, Winchester)		.	.	1	3
Ginn, H. P.	(Student, Chichester)		.	.	1	3
Glanville, J. J.	North Cerney, Ch. of Eng.	Gloucestershire	3	2	.	.
Glass, E. W.			2	2	.	.
Glendinning, A.	Logierait, F. C. S.	Perth	3	1	.	.
Glover, H.	Liverpool, Corporation North School, Ch. of Eng.	Liverpool	3	3	.	.
Goble, W.	Rochdale, Wes.	Lancashire	3	1	.	.
Goddard, E.	King's Somborne, Ch. of Eng.	Hampshire	2	2	.	.
Goddard, J. (D.)	(Student Borough Road)		.	.	1	3
Godsil, R.	Talbot, R. C. S.	Preston	2	2	.	.
Golling, W. (D.)	Long Bennington, Ch. of Eng.	Lincolnshire	.	.	1	2
Good, E.			2	3	.	.
Good, E.	Redhill, St. John's, Ch. of Eng.	Reigate	2	3	.	.
Good, T.	Devonport, Royal Naval and Free S.	Devonport	3	1	.	.
Goodall, J.			2	1	.	.
Goodfellow, W.	Nairn, Epis. S.	Nairn	2	2	.	.
Gooding, C.	Upper Chelsea, Trinity, Ch. of Eng.	London	3	1	.	.
Goodwin, J. H.	Belper, Ch. of Eng.	Derbyshire	3	3	.	.
Goodwin, S.	Runcorn, Trinity, Ch. of Eng.	Cheshire	2	1	.	.
Goodwin, W. H.	(Student, Chelsea St. Mark's)		.	.	1	3
Gordon, C.			3	3	.	.
Gordon, J.	Carlisle, B. S.	Cumberland	3	3	.	.
Gore, T. E.	(Student, Battersea)		2	3	2	3
Gornall, H.	Burley, Ch. of Eng.	Otley	.	.	1	3
Gornall, J.			3	3	.	.
Gornall, T.	Bury, Central, Ch. of Eng.	Lancashire	3	3	.	.

MASTERS

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Greig, J.	Cray, F. C. S.	Perth	.	.	1	3
Grey, R. R.	Warrington, Ch. of Eng.	Lancashire	1	3	.	.
Grier, T.	- - - -	- - -	2	1	.	.
Grierson, G.	Inverness, F. C. S.	Inverness	2	1	.	.
Grierson, W.	Campbeltown, Dallintober, Miss Campbell's Charity School.	Argyllshire	3	1	.	.
Griffin, A. C.	Wolverhampton, St. John's, Ch. of Eng.	Staffordshire	2	2	.	.
Griffith, J. W.	Llansantffraid-Glan-Conway, Ch. of Eng.	Denbighshire	1	3	.	.
Griffiths, C.	Blandford, Ch. of Eng.	Blandford	3	2	.	.
Griffiths, E.	Chiselhurst, Ch. of Eng.	Kent	3	1	.	.
Griffiths, G.	(Student, Battersea)	- - -	3	1	.	.
Griffiths, J.	Sleaford Alvey, Endowed, Ch. of Eng.	Lincoln	2	3	.	.
Griffiths, J.	Llangollen, B. S.	Denbighshire	3	3	.	.
Griffiths, J.	Mold, B. S.	Flintshire	.	.	1	3
Griffiths, R.	- - - -	- - -	3	3	.	.
Grigg, J. S.	Chester, Grosvenor, Ch. of Eng.	Chester	2	3	.	.
Grimsdale, E.	- - - -	- - -	3	3	.	.
Groome, C.	New Brighton, Ch. of Eng.	Lancashire	3	3	2	.
Ground, J.	Northampton, St. Sepulchres, Ch. of Eng.	Northampton	.	.	1	3
Grove, J. W.	Hertford, Endowed, Ch. of Eng.	Hertfordshire	.	.	1	3
Groves, R.	(Student, Westminster, Wes.)	- - -	.	.	1	2
Gruchy, P.	Richmond, Wes.	York	3	2	.	.
Gruzelier, F.	Chelsea, St. Mark's, Practising	Chelsea	3	1	2	3
Gubb, E. J.	Abingdon, B. S.	Berkshire	.	.	1	3
Guilmartin, P.	Wapping, Red Lion St., R. C. S.	London	.	.	1	2
Gunn, W.	- - - -	- - -	2	3	.	.
Guthrie, D. G.	Pathhead and Sinclairtown, Ch. of Scot.	Fifeshire	2	1	.	.
Guthrie, G.	- - - -	- - -	2	2	.	.
Gwilliam, S.	- - - -	- - -	3	3	.	.
Gwinn, G.	(Student, Culham)	- - -	.	.	1	2
Gwynne, S. G.	Audley, Wes. S.	Newcastle-under-Lyne	3	2	.	.
Gyles, E.	Winchester, Diocesan Training School.	Winchester	1	2	.	.
Hacking, J.	Bury, Clerke St., Wes.	Lancashire	3	3	.	.
Hackwood, E.	Bilstone, St. Mary's, Ch. of Eng.	Stafford	3	1	.	.
Haddon, S. J.	(Student, Culham)	- - -	.	.	1	.
Hadfield, J. R.	(Student, Cheltenham)	- - -	.	.	1	2
Hagger, H. T.	Kirkdale, Industrial	Liverpool	2	1	.	.
Hagger, J.	Worcester, St. Peter's, Ch. of Eng.	Worcester	3	3	.	.
Hague, S.	Halliwell, Dean Mills, B. S.	Bolton-le-Moors	2	2	.	.
Hale, H.	Stoke Climsland, Ch. of Eng.	Cornwall	.	.	1	3
Hale, H.	Portsmouth, Ch. of Eng.	Portsmouth	2	2	.	.
Hales, T.	North Surrey Industrial	Surrey	3	3	.	.
Hall, A.	- - - -	- - -	3	3	.	.
Hall, G.	- - - -	- - -	2	2	.	.
Hall, H.	Kirn, Sess.	Argyllshire	3	1	.	.
Hall, H. E.	Birmingham, St. Mark's, Ch. of Eng.	Warwick	.	.	1	3
Hall, J.	Conway, Ch. of Eng.	Caernarvon	2	2	.	.
Hall, J.	West Bromwich, Wes.	West Bromwich	3	2	.	.
Hall, J.	Manchester, St. John's, Ch. of Eng.	Lancashire	3	3	.	.
Hall, R. E.	Lewes, Ch. of Eng.	Sussex	2	3	.	.
Hall, T. E.	Bishop Wearmouth, Ch. of Eng.	Durham	3	1	.	.
Hall, V.	Liverpool, Moorfields, Old Charity, Ch. of Eng.	Lancashire	3	2	.	.
Hall, W.	Stapleton, Dr. Bell's, Ch. of Eng.	Bristol	3	2	.	.
Hall, W.	(Student, Westminster, Wes.)	- - -	.	.	1	3
Hall, W. R.	Eaglescliffe, Ch. of Eng.	Yarm	3	1	.	.
Hallett, E.	(Student, Exeter)	- - -	.	.	1	2
Hallifax, T. E.	Hammersmith, St. Mary's, R. C. S.	Middlesex	1	2	.	.
Hallows, J.	Ketley, Ch. of Eng.	Wellington	3	2	.	.
Hallows, T.	Sudbury, Lord Vernon's S.	Derbyshire	2	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Halsted, B.	Hereford, Cathedral, Ch. of Eng.	Hereford	2	1	.	.
Hambling, S.	Pucklechurch, Ch. of Eng.	Bristol	3	3	2	3
Hambling, W. J.	Islington, St. Mary's, Ch. of Eng.	London	1	3	.	.
Hamilton, J.	Dundee, Gen. Sess.	Dundee	2	2	.	.
Hamilton, W.	-	-	3	2	.	.
Hamilton, W.	Inverary, St. Mary's, Epis.	Argyllshire	.	.	1	3
Hammond, W.	Charterhouse, St. Thomas', Ch. of Eng.	London	2	1	.	.
Hammond, W.	Harborne, Ch. of Eng.	Birmingham	3	1	.	.
Hancock, E.	St. Pancras, Ch. of Eng.	London	2	3	.	.
Hancock, J.	Chelsea, St. Jude's, Ch. of Eng.	Middlesex	2	2	.	.
Hancock, R.	Thorverton, Ch. of Eng.	Collumpton	3	1	2	2
Handford, H. M. M.	Leicester, Alderman Newton's S.	Leicester	3	2	.	.
Handford, W.	(Student, Cheltenham)	-	.	.	1	1
Handley, R.	Penryn, Wes.	Cornwall	.	.	1	3
Hands, H.	Middle, Ch. of Eng.	Shrewsbury	.	.	1	2
Hanford, R. W.	-	-	3	3	.	.
Hanlon, J.	Barnsley Holyrood, R. C. S.	Yorkshire	.	.	1	2
Hanly, R.	Brocklesby Park, Ch. of Eng.	Lincolnshire	3	2	.	.
Hannaford, A.	Bermondsey, St. James', Ch. of Eng.	London	2	1	.	.
Hanton, R.	-	-	2	3	.	.
Hanwell, W.	South Myton, Wes.	Hull	2	2	.	.
Hardcastle, J.	Leith, Epis.	Edinburgh	2	2	.	.
Hardesty, C.	-	-	3	1	.	.
Harding, P. H.	Elham, Ch. of Eng.	Canterbury	3	2	.	.
Harding, R. C.	Great Yarmouth, St. Peter's, Ch. of Eng.	Great Yarmouth	3	1	.	.
Harding, T. C.	Leeds, St. Andrew's, Ch. of Eng.	Yorkshire	2	1	.	.
Harding, W.	Dean Forest, Trinity, Ch. of Eng.	Gloucestershire	3	3	.	.
Hardman, J.	-	-	.	.	1	3
Hardman, J. T.	Manchester, Cheetham Hill, St. Mark's.	Manchester	2	2	.	.
Hardman, R.	Walsall, Blue Coat, Ch. of Eng.	Staffordshire	2	1	.	.
Hardy, F.	Norwich, St. Stephen's, Ch. of Eng.	Norfolk	2	3	.	.
Hardy, G.	South Islington and Pentonville, B. S.	Middlesex	3	3	.	.
Hardy, J.	Hull, St. Stephen's, Ch. of Eng. land.	Yorkshire	2	1	.	.
Hardy, J. E.	Chester (Model), Ch. of Eng.	Chester	2	1	.	.
Hareseeugh, J.	Headingley Town, Ch. of Eng.	Leeds	3	2	.	.
Hargreaves, E.	(Student, Cheltenham)	-	.	.	1	3
Hargreaves, J.	Spalding, Ch. of Eng.	Lincolnshire	2	2	.	.
Harnsworth, A.	(Student, Chelsea, St. Mark's)	-	.	.	2	3
Harper, A.	Monimail, Subscription	Fifeshire	2	1	.	.
Harper, R.	Bacup, Wes.	Lancashire	3	3	.	.
Harper, S.	Manningham, St. Paul's, Ch. of Eng.	Bradford	3	3	.	.
Harris, F.	Melksham, Ch. of Eng.	Wiltshire	3	3	.	.
Harris, J.	Plympton, St. Mary's, Ridgway District, Ch. of Eng.	Devonshire	2	3	.	.
Harris, J.	-	-	3	2	.	.
Harris, J.	Reading, St. Giles, Ch. of Eng.	Berkshire	3	1	.	.
Harris, J. P.	-	-	3	3	.	.
Harris, T.	Shrewsbury, B. S.	Shropshire	3	2	.	.
Harris, T.	-	-	3	2	.	.
Harris, W.	Brampford Wood Reformatory	Exeter	2	2	.	.
Harrison, H.	-	-	3	3	.	.
Harrison, J.	Ledbury, P. U. S.	Herefordshire	3	1	.	.
Harrison, P.	Crosthwaite, Free, Ch. of Eng.	Keswick	3	3	.	.
Harrison, W. H.	(Student, Cheltenham)	-	.	.	1	2
Harrup, G.	-	-	2	2	.	.
Hart, E.	(Student, Battersea)	-	.	.	1	1
Hart, J.	(Student, Exeter)	-	3	3	.	.
Hart, W. W.	Wem, Ch. of Eng.	Shropshire	3	2	.	.
Hartland, H. G.	-	-	2	1	.	.
Hartley, F. R.	-	-	3	1	.	.
Harvie, D.	Westbourne S.	Paddington, London	.	.	1	3
Hassall, C.	Saxmundham, Ch. of Eng.	Suffolk	3	1	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Hatton, T. C.	Duxford, Ch. of Eng.	Cambridge	3	3	.	.
Haughton, T.	York, Manor School, Ch. of Eng.	Yorkshire	2	3	.	.
Havill, J. W.	North Petherton, Ch. of Eng.	Bridgewater	3	2	.	.
Hawkins, H.	Margate, St. John's, Ch. of Eng.	Kent	1	3	.	.
Hawkins, J.	-	-	2	1	.	.
Hawkins, T.	Epsom, Ch. of Eng.	Surrey	3	1	2	3
Hawkins, W.	Kilsby, Ch. of Eng.	Rugby	3	3	.	.
Haworth, A.	Exeter, Training School	Devonshire	1	2	.	.
Haworth, J.	Bethnal Green, St. Bartholomew's, Ch. of Eng.	Middlesex	3	1	2	3
Haworth, T. J. (A.)	Worcester, Diocesan Practising.	Saltley, Birmingham	1	3	.	.
Haworth, W.	-	-	2	1	.	.
Hay, J.	Springburn, Murdoch's Boys' School, Ch. of Scot.	Lanark	2	1	.	.
Hay, J. H.	Kennington Oval, Ch. of Eng.	Surrey	3	1	.	.
Hay, J. K	Kirkliston, F. C. S.	Linlithgow	.	.	1	3
Hay, W.	Madras Academy	Cupar	2	1	.	.
Hayden, E.	St. Bride's Major, Ch. of Eng.	Bridgend	3	3	.	.
Hayes, H.	(Student, Borough Road)	-	.	.	1	3
Haynes, T.	Leatherhead, Ch. of Eng.	Surrey	3	3	.	.
Heald, J.	Preston, Trinity, Ch. of Eng.	Lancashire	3	3	.	.
Healy, E.	Wolverhampton, St. Patrick's and St. George's, R. C. S.	Staffordshire	3	3	.	.
Heap, J.	Skipton, Ch. of Eng.	Yorkshire	3	3	.	.
Heaphy, R. W.	Stella, R. C. S.	Gateshead	3	1	.	.
Hearfield, D.	Bradford, Ch. Ch., Ch. of Eng.	Yorkshire	2	2	.	.
Heathman, R. J.	Swinton, Ch. of Eng.	Rotherham	.	.	1	1
Heaton, S.	Didsbury, Ch. of Eng.	Stockport	3	2	.	.
Heaviside, P.	Irlams o' the Height, Heywood's, B. S.	Lancashire	3	3	.	.
Hebenton, A.	Bishopmill, G. A. S.	Elgin	2	1	.	.
Hedgelong, C.	Walmer and Ringwould, Ch. of Eng.	Kent	.	.	1	3
Hedges, R.	(Student, Oxford)	-	3	3	2	3
Hedgman, E.	Boston, B. S.	Lincolnshire	3	3	.	.
Hegarty, D.	-	-	3	2	.	.
Hellyer, J.	(Student, Exeter)	-	.	.	1	2
Hemmings, E. W.	Nottingham, St. Mary's, Ch. of Eng.	Nottingham	.	.	1	2
Hemmings, G.	Castle Cary, Ch. of Eng.	Somerset	.	.	1	3
Henderson, A.	Meikleour, Sess.	Perth	.	.	1	2
Henderson, C.	-	-	3	3	.	.
Henderson, R.	Bellingham, Free, Ch. of Eng.	Hexham	3	2	.	.
Henderson, R.	(Student, Edinburgh F. C. Normal.)	-	2	2	.	.
Henderson, T.	-	-	3	2	.	.
Henderson, T.	John O'Groats, G. A. S.	Caithness-shire	.	.	1	3
Henlock, C.	Pontefract, St. Mary the Grange, R. C. S.	Yorkshire	3	3	.	.
Henlock, W.	Allerton Mauleverer, R. C. S.	Yorkshire	3	2	.	.
Henry, J.	Brading, Ch. of Eng.	Isle of Wight	2	2	.	.
Henry, M.	Lancaster, R. C. S.	Lancaster	3	1	.	.
Henson, J.	(Student, Westminster, Wes.)	-	.	.	1	2
Henville, E.	-	-	3	2	.	.
Henwood, H.	(Student, Winchester)	-	2	2	.	.
Hepher, J.	(Ordained)	-	2	3	.	.
Heppard, W.	Ibstock, B. S.	Ashby-de-la-Zouch	.	.	1	2
Heppinstall, H.	Pocklington, Ch. of Eng.	Yorshire	3	3	.	.
Hepton, T.	Ayton, B. S.	Stokesley	.	.	1	1
Hepworth, J.	Leicester, Great Meeting, B. S.	Leicester	3	2	.	.
Hetherington, J.	Seaham Harbour, Ch. of Eng.	Durham	3	2	.	.
Hewett, G.	Hyson Green, St. Paul's, Ch. of Eng.	Nottingham	3	3	.	.
Hewett, W.	(Student, Battersea)	-	.	.	1	3
Hewitt, J.	Battersea, Training School	Surrey	1	1	.	.
Hewitt, J. J.	Kendal, Ch. of Eng.	Westmoreland	.	.	1	2
Hewitt, R.	-	-	3	3	.	.
Hewitt, W.	Charterhouse, St. Thomas, Ch. of Eng.	Middlesex	.	.	1	3
Heyliger, R.	Bassingham, Wes.	Newark	3	2	.	.
Heywood, E. H.	-	-	2	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Holmes, T.	- - - -	- - -	.	.	1	3
Holmes, W.	(Left England) - - -	- - -	3	3	.	.
Holmes, W. H.	Windsor, P. U. S. - -	Berkshire - -	3	2	.	.
Holt, W. H.	Madeley, Endowed, Ch. of Eng.	Staffordshire - -	2	2	.	.
Holtaway, W. H.	Oxton, Ch. of Eng. - -	Chester - - -	2	3	.	.
Holton, J.	Lincoln, Wes. - - -	Lincoln - - -	3	3	.	.
Home, G.	(Student, Cheltenham) - -	- - -	.	.	1	1
Hood, A.	Dundee, St. Andrew's, F.C.S.	Dundee - - -	3	3	.	.
Hooper, F. W.	Littlebury, Endowed S. - -	Saffron Walden -	3	3	.	.
Hooper, J.	Birmingham, St. Paul's, Ch. of Eng.	Warwickshire -	3	1	.	.
Hooper, W.	Torrington, Blue-coat S., Ch. of Eng.	Devonshire - -	3	1	.	.
Hope, W.	Sunderland, Gray School, Ch. of Eng.	Sunderland - -	2	3	.	.
Hopkins, S.	- - - -	- - -	3	2	.	.
Hopper, T.	(Student, Durham) - -	- - -	.	.	1	1
Horner, J. G. (A.)	Windsor, Great Park, Royal S., Ch. of Eng.	Berkshire - -	2	3	.	.
Hornsby, T. W.	Denby Grange, Ch. of Eng.	Wakefield - -	.	.	1	3
Horsfield, I.	Brathay, District Ch. of Eng.	Ambleside - -	3	2	.	.
Horsfield, J. (D.)	Deane, Ch. of Eng. - -	Bolton - - -	3	1	.	.
Horsman, T.	Chelsea, St. Luke's, Parochial	Chelsea - - -	3	2	1	3
Horton, F. C. (D.)	(Student, Saltley) - -	- - -	.	.	1	1
Hoskin, T. M.	Bethnal Green, Gascoigne Place, B. S.	Middlesex - -	3	2	.	.
Hossack, B.	- - - -	- - -	2	1	.	.
Hough, S.	- - - -	- - -	2	3	.	.
Hough, T.	- - - -	- - -	3	1	.	.
Hough, T.	Failsworth, Ch. of Eng.	Manchester - -	3	3	.	.
Houghton, E.	Cockermouth, Ch. of Eng.	Cumberland - -	3	3	.	.
Houghton, J.	(Left England) - - -	- - -	2	3	.	.
Houldsworth, B.	Leeds, Little Holbeck, Marshall's Factory, Ch. of Eng.	Yorkshire - -	2	3	.	.
Houlson, G.	Bristol, Lewin's Mead (Infants'), B. S.	Bristol - -	3	3	.	.
Hourston, S.	Stromness, F. C. Congregational S.	Orkney - - -	3	2	.	.
Howard, F.	Wolverhampton, St. Paul's, Ch. of Eng.	Staffordshire - -	.	.	1	3
Howard, H.	- - - -	- - -	3	2	.	.
Howarth, W.	Greenwich, East Branch, Greycoat, Endowed.	Kent - - -	2	3	.	.
Howe, C.	Lancaster, St. Thomas', Ch. of Eng.	Lancaster - -	3	1	.	.
Howe, G.	Butleigh, Ch. of Eng. - -	Glastonbury - -	2	2	.	.
Howell, G.	Dandridge, Ch. of Eng. - -	Northwich - -	.	.	1	3
Howell, W.	Glanogwen, Ch. of Eng. - -	Caernarvon - -	3	2	.	.
Howie, W.	(Student, Glasgow, F.C. Nor.)	- - -	.	.	1	3
Howitt, W.	Camden Town, Ch. of Eng. -	London - - -	3	1	.	.
Howitt, W.	Stanwix, Ch. of Eng. - -	Carlisle - - -	3	3	.	.
Hudson, J.	(Student, Battersea) - -	- - -	.	.	1	3
Hudson, W. (D.)	Mortlake, Ch. of Eng. - -	Surrey - - -	2	3	2	3
Hudson, W.	(Student, Battersea) - -	- - -	.	.	1	2
Hugh, W.	Cripplegate, Chapel Street, Domestic Mission S.	London - - -	.	.	1	2
Hughes, C.	- - - -	- - -	3	3	.	.
Hughes, E.	Milford Haven, Endowed, Ch. of Eng.	Pembroke - -	.	.	1	3
Hughes, H.	Oxford, Blue-coat, Ch. of Eng.	Oxford - - -	3	3	.	.
Hughes, J.	Llandeusant, Ch. of Eng. -	Caermarthen - -	2	3	.	.
Hughes, J.	Rhos-y-bol, B. S. - -	Anglesea - - -	3	3	.	.
Hughes, J. P.	(Student, Borough Road) -	- - -	3	2	.	.
Hughes, J. T.	Llanarmon-in-Vale, Ch. of Eng.	Ruthin - - -	2	3	2	2
Hughes, O.	- - - -	- - -	3	1	.	.
Hughes, R.	(Student, Carnarvon) - -	- - -	.	.	1	3
Hughlings, J. P.	- - - -	- - -	2	3	.	.
Hulford, H.	Bloomsbury, Par., Ch. of Eng.	London - - -	2	3	.	.
Hullah, G.	Escrick, Park School, Ch. of Eng.	Yorkshire - -	3	2	.	.
Humphrey, T.	Hawkhurst, Ch. of Eng. -	Staplehurst - -	2	1	.	.
Humphrey, W.	Millbridge, Ch. of Eng. - -	York - - -	2	3	.	.
Humphreys, G.	(Student, York and Ripon) -	- - -	.	.	1	2
Humphreys, H.	Worfield, Endowed, Ch. of Eng.	Bridgnorth - -	.	.	1	2
Humphreys, H. W.	Shaftesbury, Trin., Ch. of Eng.	Dorsetshire - -	3	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Jeayes, L.	- - - -	- - -	3	3	.	.
Jeffcock, E.	Ormskirk, United Charity S.	Lancashire	.	.	1	3
Jeffery, J.	(Student, Battersea)	- - -	.	.	1	3
Jeffrey, B. J.	Hackney, Parochial	London	2	2	.	.
Jeffrey, G.	(Student, Edinburgh, F. C. Normal.)	- - -	2	2	.	.
Jeffrey, J.	Largs, Brisbane Endowed	Ayrshire	1	3	.	.
Jeffrey, W.	Gloucester, Blue-coat, Ch. of Eng.	Gloucester	2	1	.	.
Jenkins, D. T.	Cardigan, St. Mary's, Ch. of Eng.	Cardigan	3	2	.	.
Jenkins, E.	(Left England)	- - -	3	3	.	.
Jenkins, F. J.	Rocester, Ch. of Eng.	Uttoxeter	3	3	.	.
Jenkins, J. E.	Leeds, Marshall's Factory	Yorkshire	3	3	.	.
Jenkins, W.	Plymouth, St. Andrew's Chap., Ch. of Eng.	Plymouth	3	2	2	3
Jenkyns, W. N.	Pwllheli, Ch. of Eng.	Caernarvonshire	3	3	.	.
Jennings, C.	Maidstone, All Saints', Ch. of Eng.	Maidstone	3	1	.	.
Jennings, G.	Brighton, St. Mary's, R.C.S.	Brighton	2	1	.	.
Jennings, J.	Kidsgrove, Ch. of Eng.	Newcastle-under-Lyne.	2	3	2	2
Jerman, H. (D.)	(Student, Battersea)	- - -	.	.	1	3
Jerrom, J.	Bassingham, Ch. of Eng.	Newark	3	1	.	.
Jessup, J.	Islington, All Saint's, Ch. of Eng.	London	2	3	.	.
John, T.	(Student, Carmarthen)	- - -	.	.	1	3
Johnson, C.	Upper Holloway, St. John's, Ch. of Eng.	London	3	2	.	.
Johnson, E.	- - - -	- - -	3	2	2	2
Johnson, E. B.	Sutton-at-Hone, Ch. of Eng.	Dartford	3	3	.	.
Johnson, F.	Draycott and Wilne, Ch. of Eng.	Derby	.	.	1	3
Johnson, J.	Goole, Wes.	Yorkshire	3	3	.	.
Johnson, J.	Monkwearmouth, Ch. of Eng.	Sunderland	3	2	.	.
Johnson, J.	Castleton Moor, B. S.	Lancashire	3	2	.	.
Johnson, J.	Haworth, Ch. of Eng.	Bradford	3	3	2	3
Johnson, R.	Saltney-cum-Lache, Ch. of Eng.	Chester	3	2	.	.
Johnson, R. S.	- - - -	- - -	3	2	.	.
Johnson, T.	- - - -	- - -	3	3	.	.
Johnson, W.	Smalley, Ch. of Eng.	Derby	.	.	1	3
Johnson, W. J.	Bradford, Richmond Place, Wes.	Yorkshire	3	3	.	.
Johnston, A. D.	Rothesay, East, F. C. S.	Isle of Bute	2	1	.	.
Johnston, J. H.	(Student, Edinburgh, F. C., Normal)	- - -	.	.	1	1
Johnston, W.	Castle Douglas, Par.	Kirkcudbright	3	2	.	.
Johnstone, J.	Goodhope, Parochial	Lockerbie	3	2	.	.
Johnstone, J.	Morningside, F. C. S.	Edinburgh	.	.	1	2
Johnstone, T.	Sorbie, Parochial	Wigton	3	3	.	.
Johnstone, W.	Dunfermline Abbey, F. C. S.	Dunfermline	3	2	.	.
Jolly, G.	(Student, Chester)	- - -	.	.	1	1
Jona, H.	Newington, Trinity, Ch. of Eng.	Surrey	3	3	.	.
Jones, A.	Derby, B. S.	Derby	2	3	.	.
Jones, A.	- - - -	- - -	3	3	.	.
Jones, A.	Liverpool, St. Catherine's, Ch. of Eng.	Lancashire	2	3	.	.
Jones, C.	Downham Market, Ch. of Eng.	Norfolk	3	3	.	.
Jones, C.	(Student, Carnarvon)	- - -	.	.	1	2
Jones, E.	Flint, Ch. of Eng.	Flint	2	3	.	.
Jones, E.	Blaina and Cwm Celyn, B. S.	Abergavenny	2	3	.	.
Jones, E. D.	- - - -	- - -	2	2	.	.
Jones, G.	Brighton, Warwick Street, Ch. of Eng.	Brighton	3	2	.	.
Jones, G.	Llandwrog, Ch. of Eng.	Caernarvon	.	.	1	3
Jones, H.	Tewkesbury, Ch. of Eng.	Gloucestershire	3	1	.	.
Jones, H.	Lixwm, B. S.	Mold	2	3	.	.
Jones, I. B.	Cadoxton, Ch. of Eng.	Neath	3	3	.	.
Jones, J.	Ellesmere, St. John's, Middle, Ch. of Eng.	Ellesmere	2	1	.	.
Jones, J.	Reigate, Ch. of Eng.	Surrey	3	3	.	.
Jones, J.	Harewood, Ch. of Eng.	Leeds	2	3	.	.
Jones, J.	Welshpool, Ch. of Eng.	Montgomeryshire	3	2	.	.
Jones, J.	St. Asaph, Ch. of Eng.	Flintshire	3	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Jones, J.	Denbigh, Ch. of Eng.	Denbigh	2	3	.	.
Jones, J.	Irlam, Endowed School	Lancashire	2	2	.	.
Jones, J.	Ockham, Industrial B. S.	Ripley	2	2	.	.
Jones, J. S.	- - -	- - -	.	.	1	3
Jones, M. S.	Machynlleth, Ch. of Eng.	Montgomery	3	1	.	.
Jones, O.	(Student, Carnarvon)	- - -	.	.	1	3
Jones, P. L.	(Student, Culham)	- - -	.	.	1	3
Jones, R.	Windsor, St. Clement's, Ch. of Eng.	Liverpool	2	3	.	.
Jones, T.	Llangollen, Ch. of Eng.	Denbigh	3	2	.	.
Jones, T. J.	Harpurhey, Ch. Ch., Ch. of Eng.	Manchester	3	1	.	.
Jones, T. O.	Bickerstaffe, Ch. of Eng.	Ormskirk	3	2	.	.
Jones, T. W.	Coventry, Holy Trinity, Ch. of Eng.	Warwickshire	3	3	.	.
Jones, W.	Tyn Twr, Ch. of Eng.	Bangor	2	3	.	.
Jones, W.	Halsall, Ch. of Eng.	Ormskirk	3	2	.	.
Jones, W.	Llanrwst, Ch. of Eng.	Denbighshire	.	.	1	1
Jones, W.	Huntingdon, Waldron's Charity S.	Huntingdon	.	.	1	3
Jones, W.	(Student, Carmarthen)	- - -	.	.	1	3
Jones, W. B.	(Student, York and Ripon)	- - -	.	.	1	3
Joslin T.	Cheadle St. Giles, R. C. S.	Cheadle	3	2	.	.
Jowitt, W.	Leeds, St. Mary's, Quarry Hill, Ch. of Eng.	Leeds	3	3	.	.
Joyner, H.	- - -	- - -	3	1	.	.
Joyner, W.	- - -	- - -	3	2	.	.
Jubb, S.	Blackburn, St. Michael's, Ch. of Eng.	Lancashire	.	.	1	2
Judd, T.	Bethnal Green, St. Peter's, Ch. of Eng.	London	2	3	.	.
Justice, D. (A.)	South Shields, St. John's, Sessional.	Durham	1	3	.	.
Kaighin, R. J.	Pendleton, St. Thomas, Ch. of Eng.	Lancashire	.	.	1	3
Kay, H.	(Student, Culham)	- - -	.	.	1	3
Kay, J.	Rockingham, Ch. of Eng.	Northampton	3	2	.	.
Kay, W.	Glasgow, F. C. Practising	Lanarkshire	3	1	.	.
Kean, J.	Houghton-le-Spring, R. C. S.	Fence Houses	3	1	.	.
Kean, T.	- - -	- - -	2	1	.	.
Keddell, A. H.	Mitcham, Ch. of Eng.	Surrey	3	3	.	.
Keddie, A.	Burghead, G. A. S.	Elginshire	3	2	.	.
Keedwell, R.	Newton, Ch. of Eng.	Montgomery	2	2	.	.
Keeling, T. J.	London, St. Sepulchre's, Ch. of Eng.	London	2	3	.	.
Keenan, H.	Rainhill, R. C. S.	Prescot	2	3	.	.
Keenor, J.	(Student, Exeter)	- - -	2	1	2	1
Keller, J.	York, St. Mary's, R. C. S.	York	.	.	1	.
Kelly, A.	Liverpool, St. Francis Xaviers, R. C. S.	Liverpool	.	.	1	2
Kelly, J.	Bilston, St. Joseph's, R. C. S.	Staffordshire	3	2	.	.
Kelly, M.	Creswell, St. Mary's, R. C. S.	Staffordshire	2	3	.	.
Kelly, W. F.	Kingswood, Ch. of Eng.	Epsom	3	3	.	.
Kemp, G.	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	2
Kemp, H. (A.)	Camberwell, Camden Church, Ch. of Eng.	Surrey	3	2	.	.
Kemp, J.	Grangemouth, Subscription S.	Stirling	2	3	.	.
Kempe, J.	- - -	- - -	3	3	.	.
Kendall, J.	Stroud, Ch. of Eng.	Gloucestershire	3	2	.	.
Kennedy, E.	Attercliffe, Ch. of Eng.	Sheffield	1	3	.	.
Kennedy, W.	Ladyloan, F. C. S.	Forfar	2	2	.	.
Kenney, J.	Wolverhampton, St. George's, Ch. of Eng.	Staffordshire	3	3	.	.
Kent, A.	Kidderminster, St. Mary's, Ch. of Eng.	Worcestershire	3	2	.	.
Kent, F. A.	Kesgrave, District S.	Suffolk	3	3	.	.
Kent, G.	Thornes, Ch. of Eng.	Wakefield	2	1	.	.
Keppie, J.	Laurencekirk, Ch. of Scot.	Kincardine	3	1	.	.
Kerby, C.	Attleborough, Ch. of Eng.	Nuneaton	3	3	.	.
Kerby, I.	Putney, St. Mary's, Ch. of Eng.	Surrey	2	2	.	.
Kernan, P.	Nottingham, St. Barnabas', R. C. S.	Nottinghamshire	2	2	.	.
Kerr, A.	*Blantyre Works, Ch. of Scot.*	*Lanarkshire*	2	1	.	.
Kerr, J.	*(Student, Highbury)*	- - -	2	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Kerr, J.	Greenlaw, F. C. S.	Berwick	2	2	2	3
Kerr, J. S.	(Student, Glasgow, F. C. Norm.)				1	
Kerr, R.	(Student, Glasgow, F. C. Norm.)				1	
Kerr, W. B.	Kendal, Wes.	Kendal			1	3
Kerry, C.	Bray, Ch. of Eng.	Maidenhead	2	3		
Kerslake, R.	Paulton, Ch. of Eng.	Bristol			1	1
Kevern, W.	Tewkesbury, B. S.	Gloucestershire	3	2		
Kidd, G. P.	(Student, Edinburgh, G. A. Normal.)				1	3
Kidd, J.	(Student, Edinburgh, F. C. Normal.)		2	2		
Kidd, J. S.	Aberdeen, East Par. Scss.	Aberdeen	3	3		
Kidd, W.	(Left England)		2	2		
Kiddell, J.	Bramley, Ch. of Eng.	Guildford			1	
Kilburn, B. H.	Birstall, Ch. of Eng.	York			1	3
Kimber, R.	Southampton, St. Mary's, Ch. of Eng.	Hampshire	3	2		
Kimm, W.	Louth, B. S.	Lincolnshire	3	3		
Kimpton, W.	Marylebone, Western, Ch. of Eng.	Middlesex	3	3		
King, A.	(Student, Oxford)		3	2	2	3
King, A. C.	St. Mark's Training School	Chelsea	3	1		
King, G.	Huddersfield, Armitage Bridge, Ch. of Eng.	Yorkshire	3	2		
King, J. B.	Hawick, St. Mary's, Epis.	Roxburgh			1	3
King, R.	Bishopton, F. C. S.	Renfrew	3	3		
Kingham, R.	Great Marlow, Ch. of Eng.	Buckinghamshire	3	3		
Kingswood, W. B.	Wednesbury, St. Bartholomew's, Ch. of Eng.	Staffordshire			1	3
Kinton, J. L.	Westminster, Wes., Training S.	London	2	1		
Kirby, G. Y.	Whitby, Public S.	Yorkshire	3	2		
Kirk, B.	Farringdon, P. U. S.	Berkshire	3	3		
Kirk, H.	Hurworth, Wes. S.	Darlington			1	3
Kirk, T.	(Student, Highbury)				1	2
Kirkby, J.			3	1		
Kirkham, W.	(Student, Highbury)				1	3
Kirkman, L. (A.)	Halifax, Haley Hill, Ch. of Eng.	Yorkshire	3	1	2	2
Kirkpatrick, J.	(Student, Glasgow, G. A. Norm.)		3	2	1	2
Kirkwood, G.	Glasgow, St. Paul's, Bell's S.	Lanarkshire	3	2		
Kitchinghan, J.			3	1		
Klambrowski, A.	Chepstow, Ch. of Eng.	Monmouthshire	3	3	1	2
Knight, A.	Gosport, St. Mattthias', Ch. of Eng.	Hampshire	3	3		
Knight, H.	Hurst Pier-Point, Ch. of Eng.	Sussex	2	3	2	3
Knox, J.	Farnworth, Wes.	Great Bolton	3	2		
Knox, J.	Crieff, Taylor's Institution	Perth	2	3		
Krinks, W. H.	King's Lynn, St. Margaret's, Ch. of Eng.	Norfolk	2	1		
Kyd, T.	Cupar Angus, F. C. S.	Cupar Angus	2	2		
Kydd, A.	(Student, Edinburgh, F. C. Normal.)				1	1
Lacey, G.			3			
Laidlaw, A.	Perth, West, Ch. Scss.	Perth	2	2		
Laidlaw, J.	Paisley, Neilson's Educational Institution.	Renfrew	3	3		
Laidlaw, J.			1	3		
Laing, F. A.	Allen, Infant and Juvenile S.	Clackmannan	3	2		
Lake, G.	Haggerstone, St. Mary's, Ch. of Eng.	London	2	1		
Lake, W. J.	City of London Second, Ch. of Eng.	London	3	1		
Lakin, S. M.	(Ordained.)		2	2		
Lambe, W. G.			2	3	2	2
Lambert, W.	Lostock Graham, Ch. of Eng.	Northwich	3	3		
Lambie, W.	Leith, Mariner's, F. C. S.	Leith	2	3		
Lamble, J.			3	1		
Lamont, J.	Lochearnhead, G. A. S.	Perth	3	2	1	3
Lamplough, M.	Hull, St. Mark's, Ch. of Eng.	Yorkshire	3	2		
Land, W.	Bentley, Ch. of Eng.	Farnham	3	3		
Lane, E.	Bradenham District, Ch. of Eng.	Shipdham	3	3		
Lane, J.	Cheltenham, Old Charity, Ch. of Eng.	Gloucester	2	3		

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Lindley, J.	Wadworth, Ch. of Eng.	Yorkshire	3	3	.	.
Lindsay, A.	Lesmahagow, F.C.S.	Lanarkshire	3	3	.	.
Lindsay, D.	(Student, Edin., G.A., Norm.	-	.	.	1	1
Lindsay, G.	Shaddon Works, Ch. of Eng. S.	Carlisle	2	1	.	.
Lindsay, J.	Lauder, Parochial	Berwick	2	2	.	.
Linn, J.	Blairmains, G.A.S.	Ayrshire	2	2	.	.
Lister, M.	Berwick-on-Tweed, Charity School, Ch. of Eng.	Northumberland	1	3	.	.
Lister, T. E.	Hadfield, Wes. S.	Derby	.	.	1	3
Litting, G.	Saxmundham Ch. of Eng.	Suffolk	.	.	1	2
Little, J.	Glenrinnes, G. A. S.	Banff	2	3	.	.
Little, M.	-	-	3	3	.	.
Little, R.	-	-	3	3	.	.
Little, W. J.	Great Waltham, Ch. of Eng.	Chelmsford	3	1	2	3
Littlewood, J. A.	Edinburgh, St. Columba's, Ep.	Edinburgh	.	.	1	3
Livingston, C.	Sabiston, G. A. S.	Orkney	2	2	.	.
Livingston, M.	Skibo, G. A. S.	Sutherland	3	1	.	.
Llewellyn, L.	Risca, B. S.	(Newport, Mon.)	.	.	1	3
Lloyd, A.	St. George in the East, Ch.Ch., Ch. of Eng.	London	2	2	.	.
Lloyd, G.	Fisherton Anger, Ch. of Eng.	Wiltshire	3	2	.	.
Lloyd, R.	Sherborne, Ch. of Eng.	Dorsetshire	.	.	1	3
Lloyd, R.	Llanhaidr-yng-hmmeirch, Ch. of Eng.	Denbigh	.	.	1	3
Loader, E.	Hampstead, Par. S.	London	2	1	.	.
Loam, J.	Tavistock, Ch. of Eng.	Devonshire	3	3	.	.
Lobley, J.	Huddersfield, Trinity, Ch. of Eng.	Yorkshire	3	1	.	.
Locke, F.	Langley, Ch. of Eng.	Buckinghamshire	3	3	.	.
Lockwood, H. B.	-	-	3	1	.	.
Lockwood, J. D.	Ickleford, Ch. of Eng.	Hertfordshire	3	3	.	.
Lomax, J. J.	-	-	1	3	.	.
Long, C.	Holborn, St. Andrew's, Ch. of Eng.	London	3	1	.	.
Long, F. G.	-	-	2	3	.	.
Long, H. A.	Cambridge, B. S.	Cambridge	.	.	1	3
Long, J.	Bradford, Stott Hill, Ch. of Eng.	Yorkshire	2	2	.	.
Long, J.	Ryton, Greenside School	Newcastle-on-Tyne	3	2	.	.
Long, J. A.	Forest Row, Ch. of Eng.	Sussex	2	3	.	.
Long, J. K. (D.)	Rodington, Ch. of Eng.	Shrewsbury	.	.	1	3
Lord, S. W. (A.)	-	-	3	1	.	.
Lord, W.	Ripponden, Ch. of Eng.	Halifax	.	.	1	3
Loughlin, J.	Westbury, Ch. of Eng.	Shropshire	3	1	.	.
Loutet, J.	Auchtermuchty, F. C. S.	Fifeshire	2	3	2	3
Lovsey, T.	Skirbeck, Ch. of Eng.	Boston	3	3	.	.
Low, D.	Montrose, Dorward's Seminary	Montrose	2	2	.	.
Lowe, F. R.	Preston, St. Peter's, Ch. of Eng.	Lancashire	2	1	.	.
Lowe, J.	Pendlebury, St. John's, Ch. of Eng.	Manchester	3	2	.	.
Lowe, R. F.	-	-	3	2	.	.
Lowres, J.	Bethnal Green, St. Jude's, Ch. of Eng.	London	2	2	.	.
Lowres, J.	Nuneaton, Ch. of Eng.	Warwickshire	2	2	.	.
Lowrison, J.	Hunwick, Ch. of Eng.	Bishop's Auckland	3	2	2	3
Lowry, F.	(Student, Borough Road)	-	.	.	1	3
Lowry, J. C.	Chester, St. Werbergh's, R.C.S.	Chester	2	1	.	.
Lucas, F.	Poynton, Ch. of Eng.	Stockport	3	2	.	.
Lucas, G. H.	Milford, Ch. of Eng.	Lymington	.	.	1	3
Lucas, W.	-	-	2	3	.	.
Lucette, C.	Bridgewater, Dr. Morgan's, Endowed.	Bridgewater	.	.	1	3
Lugg, J.	Thornbury, Ch. of Eng.	Gloucester	2	3	.	.
Lulham, R.	(Student, Oxford)	-	3	3	.	.
Lumby, J. R.	-	-	2	3	.	.
Lumsden, F. R.	-	-	3	3	.	.
Lund, S.	Healey, Ch. of Eng.	Rochdale	3	1	.	.
Lunnon, T.	-	-	2	1	.	.
Luxford, A.	New Radford, Ch. of Eng.	Nottingham	.	.	2	3
Lyall J. B.	Peebles, F.C.S.	Peebles	3	3	.	.
Lyall, J. C.	Haggs, G. A. S.	Stirling	2	2	.	.
Lyle, G.	Pitsmoor, Ch. of Eng.	Sheffield	3	3	.	.
Lyne, H.	York, Micklegate, Ch. of Eng.	York	3	3	.	.
Lyne, J. H.	Leeds, St. George's, Ch. of Eng.	Leeds	3	2	.	.
Lynes, C. C.	-	-	3	2	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
M'Farlane, D.	- - - - -	- - -	3	1	.	.
M'Farlane, J.	Port Charlotte, G. A. S.	Argyllshire	3	3	.	.
M'Farlane, J.	Kirkhill, F.C.S.	Edinburgh	3	3	.	.
M'Farlane, J.	(Student, Glasgow, F.C.Norm.)	- - -	3	2	2	3
M'Farlane, J.	(Student, Glasgow, F.C.Norm.)	- - -	2	3	.	.
M'Farlane, P.	- - - - -	- - -	3	1	.	.
M'Farlane, P.	(Student, Glasgow, G. A. Normal.)	- - -	.	.	1	2
M'Farlane, T.	Edinburgh, Queen Street Academy	Edinburgh	1	2	.	.
M'Farlane, W.	Dunichen, Parochial	Forfarshire	3	3	.	.
M'Fater, D.	Glasgow, College, Parish S.	Lanarkshire	3	2	.	.
M'Gillivray, A.	Strathnairn, Epis.	Inverness	3	1	.	.
M'Gillivray, D.	(Student, Glasgow, F.C.Norm.)	- - -	2	1	.	.
M'Gillivray, D.	Foreland, F.C.S.	Argyllshire	2	3	.	.
M'Gillivray, J.	Culloden, F.C.S.	Inverness-shire	3	3	.	.
M'Gillivray, J.	Highfield, Epis.	Ross-shire	3	3	.	.
M'Gilp, J.	West Kilbride, F.C.S.	Ayrshire	3	1	.	.
M'Glashein, A.	Glenfoudland, G.A.S.	Aberdeenshire	2	2	.	.
M'Gregor, A.	Fort Augustus, G.A.S.	Inverness-shire	2	3	.	.
M'Gregor, D.	- - - - -	- - -	3	2	.	.
M'Gregor, J.	Port Elphinstone, F.C.S.	Aberdeen	3	2	.	.
M'Hardy, J.	- - - - -	- - -	3	1	.	.
M'Hattie, J.	Dalkeith Academy	Edinburgh	3	2	.	.
M'Innes, A.	Eastwood, Par. S.	Renfrew	2	2	2	2
M'Intosh, C.	Largoward, Ch. of Scot.	Fifeshire	3	1	.	.
M'Intosh, J.	Daviot, F.C.S.	Inverness-shire	3	1	.	.
M'Intosh, K.	Conon, F.C.S.	Dingwall	3	3	.	.
M'Intosh, M.	Loch Earn Head, F.C.S.	Perthshire	2	3	.	.
M'Intosh, R.	Duirnish, Ch. of Scot.	Inverness-shire	3	2	.	.
M'Intosh, W.	Portland Prison, Officers' Sch.	Dorsetshire	2	3	.	.
M'Intyre, A.	Warrenford, B.S.	Northumberland	3	2	.	.
M'Intyre, G.	Strathhallodale, G.A.S.	Sutherland	.	.	1	3
M'Intyre, M.	Glasgow, St. George's, F.C.S.	Lanarkshire	3	3	.	.
M'Intyre, R.	Kincardine, Parochial	Bonar Bridge	3	3	.	.
M'Kay, A.	Cameron, P.S.	Fifeshire	3	1	.	.
M'Kay, A. S.	Edinburgh, G. A. Normal	Edinburgh	1	2	.	.
M'Kay, R.	- - - - -	- - -	1	3	.	.
M'Kay, W.	- - - - -	- - -	3	1	.	.
M'Kay, W. S.	Peninver, G.A.S.	Argyllshire	.	.	1	3
M'Kenzie, A.	Chorlton-on-Melton, Grosvenor Square, Presbyterian.	Lancashire	3	2	.	.
M'Kenzie, A.	- - - - -	- - -	3	3	.	.
M'Kenzie, A.	(Student, Glasgow, F.C.Norm.)	- - -	2	2	.	.
M'Kenzie, A.	(Student, Glasgow, F.C.Norm.)	- - -	3	1	.	.
M'Kenzie, C.	Sunderland, Villiers Street Academy.	Durham	3	3	.	.
M'Kenzie, J.	North Audley Street, St. Mark's, Ch. of Eng.	London	.	.	1	1
M'Kenzie, P. S.	Talmine, G.A.S.	Sutherland	3	3	.	.
M'Kenzie, R.	Mossfield, Gaelic Assn. School	Invergordon	3	3	.	.
M'Kenzie, T.	Inverness, F.C.S.	Inverness-shire	3	1	.	.
M'Kenzie, T.	Darlington, St. Augustine's, R.C.S.	Durham	2	2	.	.
M'Keon, W. J.	(Student, Cheltenham)	- - -	.	.	1	1
M'Kimmie, J.	Longhill, G.A.S.	Aberdeen	3	1	.	.
M'Kinlay, P.	(Student, Edinburgh, G.A., Normal.)	- - -	.	.	1	1
M'Kinnell, J.	Cumnock, F.C.S.	Ayr	2	2	.	.
M'Kinnon, E.	(Student, Glasgow, P.C., Normal.)	- - -	.	.	1	3
M'Kintosh, J.	- - - - -	- - -	2	3	.	.
M'Kintosh, J.	Dalnambreac, G.A.S.	Sutherland	3	2	.	.
M'Kintosh, J.	Cramond, F.C.S.	Edinburgh	.	.	1	3
M'Lachlan, J.	Edinburgh, Niddry Street, Dr. Bell's.	Edinburgh	2	1	.	.
M'Lachlan, T.	Morningside, F.C.S.	Edinburgh	3	2	.	.
M'Laren, A.	Stonehaven, F.C.S.	Kincardine	2	1	.	.
M'Laren, G.	Blair Athol, Parochial	Perth	2	1	.	.
M'Laren, J. R.	Edinburgh, F.C. Normal	Edinburgh	2	2	2	2
M'Lauchlan, D.	(Student, Glasgow, F.C., Norm.)	- - -	.	.	1	2
M'Lean, D.	Stratherick, F.C.S.	Inverness	3	2	.	.
M'Leish, J.	Almondbank, G.A.S.	Perth	3	3	.	.
M'Lennan, C.	Kyleakin, G.A.S.	Inverness	3	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Marsh, H.	Twyford, Ch. of Eng.	Winchester	2	2	.	.
Marsh, R.	Shoreham, Ch. of Eng.	Sussex	1	3	.	.
Marshall, C.	Ardrossan, Parochial	Ayrshire	2	1	.	.
Marshall, E. J.	Brighton, Ch. Ch., Ch. of Eng.	Brighton	2	3	.	.
Marshall, G.	Flamborough, Ch. of Eng.	Yorkshire	.	.	1	3
Marshall, H.	Toddington, Wes.	Bedfordshire	.	.	1	3
Marshall, J.	-	-	1	2	.	.
Marshall, J.	Tavistock, B. S.	Devonshire	2	1	.	.
Marshall, J. S.	Osmaston, Ch. of Eng.	Ashbourne	.	.	1	3
Marshall, T. S.	Menstry, F. C. S.	Stirling	3	3	.	.
Marshall, W.	Heywood, St. James', Ch. of Eng.	Lancashire	2	3	.	.
Marshman, G.	St. Ives, Wes. S.	Huntingdonshire	3	1	.	.
Marsland, J.	Preston, All Saints, Ch. of Eng.	Lancashire	2	3	2	2
Martin, F.	Launton, Ch. of Eng.	Bicester	3	2	.	.
Martin, J.	Shelton Granville School	Staffordshire	2	1	.	.
Martin, J.	Paisley, Causeyside Sess. S.	Renfrew	2	2	.	.
Martin, T.	Much Wenlock, Ch. of Eng.	Shropshire	3	3	.	.
Martin, W.	(Student, Edinb., F. C. Norm.)	-	1	3	.	.
Martin, W.	(Student, Edinb., F. C., Norm.)	-	.	.	1	2
Martin, W. J.	Great Horton, Wes.	Bradford, Yorkshire	3	3	.	.
Martyn, G. H.	St. Giles in the Fields, Ch. of Eng.	London	3	2	.	.
Mason, A.	(Student, Glasgow, G. A., Normal.)	-	.	.	1	1
Mason, W. G.	Winchester, St. Michael's, Ch. of Eng.	Winchester	1	3	.	.
Mason, W.	Godalming, Commercial S.	Surrey	2	3	.	.
Masson, A.	Knockbain, Ch. of Scot.	Ross-shire	3	2	.	.
Matheson, A.	-	-	2	1	.	.
Matheson, J.	(Student, Glasgow, F. C. Norm.)	-	.	.	1	3
Mathewson, R.	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	1
Mathias, R.	Tenby, Ch. of Eng.	Pembrokeshire	3	1	.	.
Mathieson, F.	Culcabock, F. C. S.	Inverness-shire	3	2	.	.
Mathwin, H.	Bolton, Bridge Street, Wes.	Lancashire	2	3	.	.
Matthews, G.	Weobley, Parochial	Hereford	3	1	.	.
Matthews, T.	-	-	3	3	.	.
Mavor, D.	Aberdeen, Bon Accord, F.C.S.	Aberdeen	3	3	.	.
Mavor, J.	Stranraer, F. C. S.	Wigton	3	1	.	.
Mavor, J.	North Shields, Pres.	Newcastle-upon-Tyne	3	2	.	.
Maxlow, T.	-	-	.	.	1	1
Maxwell, W.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	2
May, H. S.	Culham, Training, Ch. of Eng.	Oxford	1	3	.	.
Mayer, J.	Derby, Trinity, Ch. of Eng.	Derby	3	1	.	.
Maynard, J.	(Ordained)	-	3	3	.	.
Maynard, J. C.	-	-	2	3	2	2
Maynard, W. J.	(Student, Battersea)	-	.	.	1	2
Mayne, J. P.	(Ordained)	-	1	3	.	.
Mayor, T.	Preston, Croft Street, Wes.	Lancashire	3	3	.	.
Mead, J.	Ramsgate, St. George's, Ch. of Eng.	Kent	3	3	.	.
Meaden, H. P. (D.)	(Student, Chester)	-	2	2	2	1
Meadows, W.	Halstead, St. Andrew's, Ch. of Eng.	Halstead	3	2	.	.
Meikle, J.	(Student, Glasgow, G. A. Normal.)	-	.	.	1	1
Meller, J.	Warmsworth, Ch. of Eng.	Doncaster	3	3	.	.
Mensing, J.	(Student, Saltley)	-	.	.	1	2
Menzies, A.	Oatfield, G. A. S.	Campbeltown	3	1	.	.
Menzies, G.	Balmaghie, F. C. S.	Kircudbright	3	3	.	.
Menzies, J.	Montrose, St. John's, F. C. S.	Forfarshire	2	3	.	.
Menzies, R.	Tullibardine, Ch. of Scot.	Perthshire	3	2	.	.
Menzies, T.	Dalmanach End. S.	Dumbarton	2	3	.	.
Mercer, J.	Dunse, Parochial	Berwick	2	3	.	.
Merchant, G.	Snenton, Ch. of Eng.	Nottingham	1	3	.	.
Mercier, J. J. (D.)	(Student, Chelsea, St. Mark's)	-	3	2	2	2
Meredith, J. C.	Ferryside, St. Thomas', Ch. of Eng.	Carmarthen	3	3	.	.
Merrick, R.	Manchester, St. Barnabas', Ch. of Eng.	Manchester	3	3	.	.
Merrifield, J.	St. Mary Tavy, Ch. of Eng.	Tavistock	2	2	2	1
Merriman, H. G.	-	-	.	.	1	2

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Moorhouse, J.	Farnham Royal, Ch. of Eng.	Eton	3	3	2	3
Moorhouse, R.	Gomersal, Ch. of Eng.	Leeds	.	.	1	3
Moreton, J. F.	(Student, Battersea)	-	3	1	2	3
Morey, T.	Pontesbury, Ch. of Eng.	Shrewsbury	2	3	.	.
Morgan, C.	-	-	2	2	.	.
Morgan, W.	(Student, Exeter)	-	.	.	1	3
Morris, B.	-	-	3	.	.	.
Morris, B.	Nantwich, Wes.	Chester	3	2	.	.
Morris, D.	Much Marcle, Ch. of Eng.	Ledbury	2	3	.	.
Morris, G.	-	-	2	2	.	.
Morris, H.	-	-	3	3	.	.
Morris, J.	Mains, Parochial	Dundee	2	2	.	.
Morris, R.	Manchester, Argyll Street, B.S.	Lancaster	3	2	.	.
Morris, R.	Bethnal Green, St. Matthew's, Ch. of Eng.	London	2	3	2	2
Morris, W.	Cottingham, Ch. of Eng.	Hull	3	3	.	.
Morrison, A.	(Student, Glasgow, G. A. Normal.)	-	.	.	1	2
Morrison, G.	Edinburgh, Fountain Bridge, F.C.S.	Edinburgh	3	1	.	.
Morrison, K.	Ardrishaig, F. C. S.	Argyllshire	.	.	1	3
Morrison, T.	Glasgow, F. C. Normal	Lanark	2	1	.	.
Mortimer, F.	Linton, Ch. of Eng.	Cambridge	3	3	.	.
Mortimore, C.	Uttoxeter, Ch. of Eng.	Stafford	.	.	1	3
Mortimore, H.	Lichfield, Miner's School	Lichfield	2	2	.	.
Morton, B.	Silsden, Ch. of Eng.	York	3	2	.	.
Morton, J.	Roecliffe, Ch. of Eng.	Boroughbridge	3	2	.	.
Morville, G.	(Student, Cheltenham)	-	.	.	1	2
Moses, J. J.	Stella, St. Cuthberts', C. of Eng.	Durham	2	1	.	.
Moss, C. J.	Oxford, St. Paul's, Ch. of Eng.	Oxford	2	3	.	.
Moss, H.	Rhodes, Ch. of Eng.	Middleton, Lancashire.	2	3	.	.
Moss, T. F.	East Dulwich and Peckham Rye, Ch. of Eng.	London	.	.	1	2
Moss, W.	Manchester, All Souls', Ch. of Eng.	Manchester	3	3	.	.
Moss, W. H.	Culham Practising, Ch. of Eng.	Abingdon	2	3	2	3
Moulton, I.	Doncaster, Ch. Ch., Ch. of Eng.	Doncaster	3	2	.	.
Mouncie, A.	-	-	2	3	.	.
Mounsey, A.	(Student, Glasgow, G.A. Norm.)	Lanarkshire	2	2	.	.
Mowbray, A. R.	East Pinchbeck, Ch. of Eng.	Lincolnshire	3	3	.	.
Mowbray, W.	(Student, Chelsea, St. Mark's)	-	3	3	2	3
Moxey, C. H.	Ramsey, Wes.	Isle of Man	.	.	1	2
Moyse, H. O.	Cheltenham, Trinity, C. of Eng.	Cheltenham	1	3	.	.
Mudie, J. C.	Tranent, F. C. S.	Haddington	2	3	.	.
Mugford, F.	Axminster, Ch. of Eng.	Devonshire	3	2	.	.
Muir, T.	Ninewells, Ch. of Scot.	Berwick	3	2	.	.
Mullamy, J.	Headless Cross, Ch. of Eng.	Redditch	.	.	1	3
Mumby, J. I.	Nottingham, St. John's, Ch. of Eng.	Nottingham	3	3	.	.
Mumford, J.	Highgate, B. S.	Middlesex	3	1	.	.
Munn, D.	(Student, Glasgow, G.A., Norm.)	-	2	1	.	.
Munns, J. W.	Edenbridge, B.S.	Kent	3	3	.	.
Munro, A.	-	-	2	2	.	.
Munro, J. G.	Golspie, F.C. Congregational	Sutherland	3	1	.	.
Munro, P.	Kilmoden, F.C. S.	Argyllshire	3	2	.	.
Munro, S.	Fordyce, F. C. S.	Banff	3	1	.	.
Munro, W.	-	-	3	3	.	.
Murby, T.	Camberwell, Leipsic Road, B.S.	London	3	2	.	.
Murchie, J.	-	-	3	2	.	.
Murphy, J.	Derby, St. Mary's, R. C. S.	Derby	.	.	1	3
Murphy, J. A.	Bath, R. C. S.	Somersetshire	3	1	.	.
Murphy, J. L.	-	-	3	1	.	.
Murray, A.	Barrow, Ch. of Eng.	Wentworth, Rotherham.	2	1	.	.
Murray, A.	Fettercairn, F. C. S.	Kincardine	3	3	.	.
Murray, A.	Killin, F. C. S.	Perth	1	3	.	.
Murray, D.	Glasgow, Highland Society's S.	Lanarkshire	3	3	.	.
Murray, G.	Gartsherrie, St. George's, P.S.	Lanark	3	3	.	.
Murray, J. H.	(Left England)	-	3	2	.	.
Murray, J. L.	(Student, Edinburgh, F. C. Normal.)	-	2	1	.	.
Murray, W.	Kincardine, F. C. S.	Ross-shire	3	3	.	.
Murton, F.	-	-	.	.	1	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Noyce, A.	Broughton and Bossington, Ch. of Eng.	Stockbridge	.	.	1	3
Nye, W.	Enfield Highway, St. James's, Ch. of Eng.	Middlesex	.	.	1	3
Oakley, H.	Barnard Castle, Wes.	Durham	3	2	.	.
O'Connor, H. F.	- - -	- - -	2	2	.	.
O'Connor, M. B.	Cheadle, St. Wilfred's, R.C.S.	Staffordshire	.	.	1	3
O'Donnell, H.	Burley, Daily, Ch. of Eng.	Ringwood	3	3	.	.
Ogden, J.	Barwick in Elmet, Ch. of Eng.	Tadcaster	3	2	.	.
Ogden, J.	Shaw, Wes.	Rochdale	3	2	.	.
Ogilvie, P.	Lochgellie, Company's School, Ch. of Scot.	Fifeshire	1	3	.	.
Oke, S.	Illogan, Ch. of Eng.	Redruth	2	2	.	.
Oldham, G. (D.)	Rochdale, Wes.	Lancashire	.	.	1	1
Oldham, T.	(Student, Battersea)	- -	.	.	1	2
Olding, S.	Romsey, B.S.	Hampshire	3	3	.	.
Oliff, G. W.	Grantham, Ch. of Eng.	Lincolnshire	3	3	.	.
Oliff, J.	- - -	- - -	3	2	.	.
Olivant, B.	Wreay, Ch. of Eng.	Carlisle	2	3	.	.
Oliver, G. (A.)	Wisbeach, St. Peter's, Ch. of Eng.	Wisbeach	3	1	.	.
Oliver, J.	Bideford, Ch. of Eng.	Devonshire	3	3	.	.
Onions, W. E.	- - -	- - -	2	1	.	.
Orford, G.	Boxley, Ch. of Eng.	Maidstone	3	2	.	.
Orkney, D. C.	Jamestown, Bonhill, F.C.S.	Dumbarton	3	3	.	.
Orrin, J.	Mumble, B.S.	Glamorganshire	3	2	.	.
Osborn, T.	(Student, Highbury)	- - -	.	.	1	3
Osborne, G.	- - -	- - -	3	1	.	.
Osborne, J.	Beechwood, B.S.	Southampton	3	3	.	.
Osborne, W.	York, Hope Street, B.S.	Yorkshire	2	3	.	.
O'Sullivan, D.	- - -	- - -	2	2	.	.
O'Sullivan, G.	St. John's Wood, R.C.S.	London	1	3	.	.
Outhwaite, J.	(Student, Borough Road)	- - -	.	.	1	3
Owen, E.	(Student, Culham)	- - -	.	.	1	3
Owen, M.	(Student, Carnarvon)	- - -	.	.	1	3
Owen, T.	(Student, Carnarvon)	- - -	.	.	1	3
Owen, T.	(Left England)	- - -	1	3	.	.
Owens, J.	Llaniestyn, Ch. of Eng.	Anglesea	.	.	1	3
Owers, C.	Springfield, Ch. of Eng.	Chelmsford	3	1	.	.
Packett, J. W.	- - -	- - -	2	3	.	.
Page, C. A.	Wickham, Ch. of Eng.	Fareham	2	1	.	.
Page, E.	- - -	- - -	2	2	.	.
Page, H.	Newcastle-on-Tyne, St. Thomas', Ch. of Eng.	Newcastle-on-Tyne	2	3	.	.
Page, J.	- - -	- - -	2	3	.	.
Page, T.	(Student, Cheltenham)	- - -	.	.	1	1
Palne, G.	Walworth, Beresford Chapel, Epis.	London	2	1	2	2
			2	3	.	1
Palmer, E. (D.)	Hythe, Ch. of Eng.	Kent	2	3	.	.
Palmer, G. W.	Wantage, Ch. of Eng.	Berkshire	3	3	.	.
Palmer, H.	Coldwaltham, St. James', Ch. of Eng.	Petworth	3	3	.	.
Palmer, J. T.	Ravenhead British Plate Glass Co., B.S.	St. Helens	.	.	1	3
Palmer, J.	- - -	- - -	3	3	.	.
Palmer, J.	East St. Pancras, Ch. of Eng.	Middlesex	.	.	1	3
Palmer, W.	Chipping Norton, Ch. of Eng.	Oxford	2	1	.	.
Park, J.	(Left England)	- - -	3	1	.	.
Parker, J.	Lamborne, Ch. of Eng.	Berkshire	1	3	.	.
Parker, S.	- - -	- - -	2	3	.	.
Parkin, W.	Convict School	Isle of Portland	3	2	.	.
Parkinson, R.	- - -	- - -	3	1	.	.
Parkinson, R.	Delamere, Ch. of Eng.	Chester	3	2	.	.
Parkinson, T.	Kirkby Malzead, Ch. of Eng.	Ripon	.	.	1	3
Parrish, J.	Watford, P.U.S.	Hertfordshire	3	1	.	.
Parry, J.	Liverpool, Mount Pleasant, B.S.	Lancashire	.	.	1	1
Parry, W.	(Student, Carnarvon)	- - -	.	.	1	3
Parsons, A.	- - -	- - -	3	3	.	.
Parsons, G.	East Tisted, Ch. of Eng.	Alton, Hampshire	.	.	1	3
Parsons, J.	Bursledon, Ch. of Eng.	Southampton	.	.	1	3
Parsons, W.	Lynn, B.S.	Norfolk	.	.	1	3
Parsons, W. E.	Camelford, St. Broward, Ch. of Eng.	Cornwall	3	1	.	.

e of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
er, T. R. -	Caermarthen Training S. -	Caermarthen - -	1	3	.	.
er, W. - -	Foxdale, Ch. of Eng. - -	Isle of Man - -	2	1	.	.
W. F. - -	Burford and Fullbrooke, Ch. of Eng.	- - -	.	.	1	3
orn, C. H. -	Tenbury, Ch. of Eng. - -	Worcestershire -	.	.	1	3
R. - -	- - - - -	- - -	1	3	.	.
S. - -	(Student, Westminster, Wes.)	- - -	.	.	1	3
, S. - -	Bussage, Ch. of Eng. - -	Stroud - - -	3	3	.	.
J. - - -	- - - - -	- - -	3	1	.	.
J. - - -	South Shields, St. Stephen's, Ch. of Eng.	Durham - - -	2	3	.	.
e, A. D. -	Aberdeen, Dr. Bell's - -	Aberdeen - - -	2	2	.	.
, G. T. -	Hinton, Ch. of Eng. - -	Wiltshire - -	3	2	.	.
, S. H. -	Cheltenham, St. John's, Ch. of Eng.	Cheltenham - -	3	1	2	2
en, P. -	Chipping Sodbury, Ch. of Eng.	Gloucester - -	3	2	.	.
s, C. -	Congleton, Wagg Street, Wes.	Chester - - -	3	3	.	.
e, J. -	- - - - -	- - -	3	2	.	.
ants, W. -	Liverpool, St. Martin's, Ch. of Eng.	Liverpool - -	2	3	.	.
e, J. - -	Stepney, Red Coat, Ch. of Eng.	Middlesex - -	3	1	.	.
ed, I. - -	Stroud, B. S. - - - -	Gloucester - -	.	.	1	3
ler, H. - -	Buckingham, Ch. of Eng. -	Buckingham - -	3	3	.	.
rd, J. - -	Frodsham, End., Ch. of Eng.	Chester - - -	3	1	.	.
ck, J. - -	Fintry, Stewart's Endowed, Ch. of Scot.	Stirlingshire - -	3	1	.	.
ford, W. -	(Left England) - - -	- - -	3	1	.	.
s, E. - -	Crauley, Ch. of Eng. - -	Godalming - -	3	3	.	.
, A. J. -	Mayfield, B. S. - - - -	Manchester - -	.	.	1	1
, M. - -	Sandon, Ch. of Eng. - -	Stafford - - -	.	.	1	2
le, T. - -	Liverpool, St. Barnabas, Ch. of Eng.	Lancashire - -	2	2	.	.
er, G. - -	Nottingham, B. S. - - -	Nottingham - -	3	2	.	.
er, J. - -	- - - - -	- - -	2	3	.	.
er, J. - -	- - - - -	- - -	3	3	.	.
er, T. - -	Manchester, St. Philip's, Ch. of Eng.	Manchester - -	.	.	1	3
on, R. - -	(Student, Battersea) - -	- - -	.	.	1	2
, A. - -	- - - - -	- - -	3	2	.	.
, G. - -	Broomhaugh, Ch. of Eng. -	Newcastle-on-Tyne	.	.	1	3
, L. W. -	(Student, Highbury) - -	- - -	.	.	1	3
er, H. - -	Leicester, County, Ch. of Eng. land.	Leicester - - -	2	3	.	.
, D. - -	Brechin, Parochial - - -	Brechin - - -	2	1	.	.
, J. - -	- - - - -	- - -	3	3	.	.
, J. B. -	Spalding, B. S. - - - -	Lincolnshire - -	3	2	.	.
dlie, W. -	Aberdeen, St. Andrew's, Epis.	Aberdeen - -	.	.	1	1
on, G. - -	Stourbridge, P. U. S. - -	Worcestershire -	3	1	.	.
on, J. T. -	Lancaster Blue Coat, Ch. of Eng.	Lancaster - -	2	3	.	.
on, W. - -	(Student, York and Ripon) -	- - -	.	.	1	3
ett, W. - -	East Grafton, Ch. of Eng. (Mixed S.)	Wiltshire - -	3	3	.	.
, E. - -	Montrose, St. Mary's, Epis. -	Forfar - - -	.	.	1	2
, E. - -	Wellington, Ch. of Eng. - -	Shropshire - -	.	.	1	3
, F. - -	Brighton, P. U. S. - - -	Sussex - - -	3	3	.	.
, G. - -	(Student, Winchester) - -	- - -	.	.	1	3
, J. - -	(Student, Battersea) - -	- - -	2	3	2	2
, J. - -	Bala, B. S. - - - - -	Merioneth - -	2	1	.	.
, T. - -	Dyffryn, B. S. - - - -	Barmouth - -	2	3	.	.
ham, J. -	St. Ewe, Ch. of Eng. - -	St. Austell - -	3	1	.	.
tly, W. - -	Earls Eaton, Ch. of Eng. -	Dewsbury - -	3	2	.	.
t, H. J. - -	- - - - -	- - -	3	3	.	.
gle, J. - -	- - - - -	- - -	2	2	.	.
gle, R. - -	Ratho, New Sub. - - -	Edinburgh - -	3	2	.	.
hard, G. -	(Student, Cheltenham) - -	- - -	2	3	.	.
hard, G. -	- - - - -	- - -	2	3	.	.
hard, J. -	Lapley and Wheaton Aston, Ch. of Eng.	Penkridge - -	3	3	.	.
ert, J. - -	Glandford Brigg, Ch. of Eng. -	Lincolnshire - -	3	2	.	.
itt, W. - -	Barkestone, Ch. of Eng. -	Melton Mowbray -	.	.	1	3
dfoot, J. -	Kinross, P. C. S. - - -	Kinross-shire - -	1	3	.	.
dfoot, P. -	Kilconquhar, Ch. of Scot. -	Fifeshire - - -	3	3	.	.
se, C. (jun.) -	St. Peter's Port, B. S. - -	Guernsey - -	.	.	1	.

MASTERS

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Reynolds, J. F.	Brynmawr, B. S.	Newport, Mon.	2	1	.	.
Reynolds, S.	Earl Shilton, Ch. of Eng.	Hinckley	2	3	.	.
Reynolds, W.	(Student, Borough Road)	-	3	3	.	.
Riby, A. J.	Hull, Ch. Ch., Ch. of Eng.	Hull	3	2	.	.
Rice, G. T.	-	-	3	3	.	.
Rich, W. M.	Wootton-under-Edge, B. S.	Gloucester	3	1	.	.
Richard, W.	(Student, Glasgow, G.A.Norm.)	-	3	1	.	.
Richards, J.	Tavernspite, Ch. of Eng.	Pembroke	3	3	.	.
Richards, J. R.	Oldham, Ch. of Eng.	Bristol	.	.	1	3
Richards, T.	Llandaff, Ch. of Eng.	Glamorganshire	3	2	.	.
Richardson, A.	Lytham, St. John's, Ch. of Eng.	Preston	.	.	1	3
Richardson, G.	Thirsk, B. S.	Thirsk	3	1	.	.
Richardson, J.	Battersea, Training	Surrey	2	2	.	.
Richardson, W. H.	Edinburgh, St. John's Epis.	Edinburgh	2	2	.	.
Rickard, J.	Chelsea, St. Mark's Practising	-	3	2	.	3
Rickard, T.	Withyham, St. Michael's, Ch. of Eng.	Tunbridge Wells	2	2	2	.
Rickard, W. I.	Marazion, Sir C. Cole's, Ch. of Eng.	Cornwall	1	3	.	.
Ricks, C.	-	-	.	.	.	3
Riddle, C.	Ampthill, B. S.	Bedfordshire	3	2	1	.
Riddock, G.	Elie, P. S.	Fifeshire	2	3	.	.
Rider, H. E. J.	Coalbrookdale Co.'s, Dawley Pool Hill S.	Shiffnall	2	3	.	.
Ridgway, J. A. (D.)	Hulme, Free, Ch. of Eng.	Lancashire	3	2	.	2
Ridley, W.	-	-	3	3	2	.
Riely, A. E.	Corbridge, Ch. of Eng.	Hexham	2	3	.	1
Righton, W.	Ripley, Ch. of Eng.	Alfreton	2	3	2	.
Rimer, J.	Bitterne, Boys, Ch. of Eng.	Southampton	.	.	.	3
Riorden, J.	Newcastle, St. Andrew's, R.C.S.	Northumberland	2	2	1	.
Ritchie, E.	-	-	3	2	.	.
Rix, G. R.	-	-	3	1	.	.
Roach, C.	Winchester, Cheesehill, St. Peter's, Ch. of Eng.	Winchester	3	3	.	.
Robb, W.	(Student, Edinburgh, F. C., Normal)	-	.	.	.	2
Roberts, C.	Somers Town, B. S.	Middlesex	.	.	1	2
Roberts, E.	Bangor, Ch. of Eng.	Cardigan	1	3	1	.
Roberts, E.	-	-	2	3	.	.
Roberts, G.	-	-	2	3	.	1
Roberts, G. J.	Dover, B. S.	Kent	3	3	.	.
Roberts, J.	Huntingdon, Boys, Ch. of Eng.	Huntingdon	3	3	2	.
Roberts, J.	Holywell, Ch. of Eng.	Flint	2	2	.	.
Roberts, J.	Wadworth, Ch. of Eng.	Doncaster	3	3	.	.
Roberts, J. E.	Manchester, Paddington, St. Paul's, Ch. of Eng.	Lancaster	3	3	.	.
Roberts, R.	Llanwnog, Ch. of Eng.	Montgomery	3	3	.	.
Roberts, R.	-	-	3	3	.	.
Roberts, R.	Ruthin, Ch. of Eng.	Denbigh	2	1	.	.
Roberts, R.	(Student, Carnarvon)	-	.	.	.	3
Roberts, R.	Transfynydd, Ch. of Eng.	Merionethshire	.	.	.	3
Roberts, T.	Whittington, Ch. of Eng.	Oswestry	.	.	1	3
Roberts, T.	Leek, Wesleyan	Staffordshire	.	.	1	3
Roberts, T.	(Student, Carnarvon)	-	.	.	2	3
Roberts, W.	St. Ives, B. S.	Huntingdonshire	2	3	1	.
Roberts, W.	Topsham, Wes.	Devonshire	3	1	1	.
Robertson, A.	Dundee, Hill Town, F. C. S.	Dundee	3	3	.	.
Robertson, A.	Skene, F. C. S.	Aberdeen	2	3	.	.
Robertson, A.	(Student, Glasgow, G.A.Norm.)	-	3	3	.	.
Robertson, A. E.	(Student, Edinburgh, G. A., Normal)	-	.	.	.	2
Robertson, C.	Woodhead Fyvie, Epis.	Aberdeen	3	2	1	.
Robertson, D.	Friockheim, F. C. S.	Forfarshire	2	3	.	.
Robertson, E.	Kinnaird, G. A. S.	Perth	3	3	.	.
Robertson, J.	Killichonan, G. A. S.	Perth	3	3	.	.
Robertson, J.	Oldbury, Messrs. Chance's, Ch. of Eng.	Shropshire	2	1	.	.
Robertson, J.	-	-	2	2	.	.
Robertson, J.	Shandon, F. C. S.	Helensburgh	2	2	.	.
Robertson, J.	Symington, F. C. S.	Ayrshire	3	2	.	.
Robertson, J. G.	Wemyss, Ch. of Scot.	Fifeshire	3	1	.	.
Robertson, W.	-	-	3	1	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Royston, F.	(Student, York and Ripon)		2	3	2	2
Rule, J.			2	2	.	.
Runciman, J.	Kincardine O'Niel, F. C. S.	Aberdeen	3	1	.	.
Rushforth, T.	Salford, St. Matthias, Ch. of Eng.		.	.	1	2
Rusholme, J. O.	(Student, Cheltenham)		.	.	1	.
Russell, G.	Finsbury, Whitecross Place, B. S.	Middlesex	.	.	1	1
Russell, J.	Laurencekirk, F. C. Congregational.	Kincardine	3	1	.	.
Russell, J.	Barry, F. C. S.	Forfar	2	3	.	.
Russell, W.	Stockton-on-Tees, Ch. of Eng.	Durham	3	3	.	.
Russell, W. R.	Taunton, B. S.	Somersetshire	.	.	1	3
Rutherford, J. G.	Anick, Ch. of Eng.	Northumberland	3	1	.	.
Rutherford, W.	(Student, Edinburgh, F. C. Normal)		.	.	1	3
Ruthven, J.	(Student, Glasgow, F. C. Normal)		.	.	1	2
Ruthven, R.	(Student, Edinburgh, G. A. Norm.)		3	3	.	.
Rutland, J. M.			1	2	.	.
Rutter, J. M.	Bolton-le-Moors, Trinity, Ch. of Eng.	Bolton-le-Moors	3	2	.	.
Ryan, J.	Chesterfield, P.U.S.	Chesterfield	3	1	.	.
Ryder, J.	Brailsford, Ch. of Eng.	Derby	.	.	1	3
Ryder, T.	Derby, All Saints', Ch. of Eng.	Derby	2	2	.	.
Ryder, W.			3	3	.	.
Rymer, J.	Morley, Wes.	Leeds	3	3	.	.
Sales, H. H.	Penshurst, Ch. of Eng.	Kent	.	.	1	3
Salisbury, S. J.	Portsea, Beneficial Society, Ch. of Eng.	Portsea	2	2	.	.
Salisbury, W.	Heywood, New Jerusalem Factory S.	Bury, Lancashire	.	.	1	3
Salkeld, T.	(Left England)		3	1	.	.
Salmon, J.	Lowestoft, Annott's, Ch. of Eng.	Lowestoft	3	2	.	.
Salmon, W. R.	Hull, Nautical S.	Yorkshire	2	3	2	3
Salome, W. H.	Jersey, St. James, Ch. of Eng.	Jersey	3	3	.	.
Salt, S.	Wednesbury, St. James', Ch. of Eng.	Staffordshire	2	1	.	.
Salter, E.	Llanidloes, Ch. of Eng.	Montgomery	3	2	.	.
Salter, E.	Egerton, B. S.	Lancashire	.	.	1	2
Samuel, J.	(Student, Edinb., F. C. Norm.)		2	1	2	1
Sanders, C. H.	(Student, Battersea)		3	3	2	2
Sanders, G.	Stafford, Ch. of Eng.	Stafford	2	3	.	.
Sanders, J. S.			3	3	.	.
Sanders, S.	Stillington, Wes.	Easingwold	3	3	.	.
Sanders, W.	Cardiff, Wes.	Glamorganshire	.	.	1	3
Sanderson, N.	Sheffield, St. George's, Ch. of Eng.	Yorkshire	.	.	1	2
Sandham, R.	Addingham, Ch. of Eng.	Skipton	.	.	1	2
Sansum, S.	(Student, Cheltenham)		.	.	2	3
Saunders, H. V.	Hull, St. John's, Ch. of Eng.	Yorkshire	2	3	.	.
Saunders, J.	Braintree, Public S.	Essex	.	.	1	2
Saunders, R. E.	Blackrod, Ch. of Eng.	Chorley	3	3	.	.
Saville, W.	Clavering, B. S.	Bishop's Stortford	2	3	.	.
Saxton, J. L.	Mildenhall, Sir H. Bunbury's S.	Suffolk	3	1	.	.
Scaping, Z.			3	1	.	.
Schofield, W.	Huddersfield, St. Paul's, Ch. of Eng.	Huddersfield	3	2	.	.
Scott, C.	(Left England)		1	3	.	.
Scott, D.	(Student, Glasgow, G. A. Normal.)		3	1	.	.
Scott, D.	(Student, Edinb., F. C. Norm.)		3	1	.	.
Scott, G.	Chester-le-Street, Ch. of Eng.	Durham	2	3	.	.
Scott, G.	Stirling, St. Ninian's, Par. S.	Stirling	3	2	.	.
Scott, J.	(Student, Edinburgh, G. A. Normal)		.	.	1	2
Scott, J.	Kirkintilloch, Kerr Street, Self Supporting S.	Dumbarton	.	.	1	2
Scott, J.	Skelwick Society, Ch. of Scot.	Orkney	2	3	.	.
Scott, T.			3	1	.	.
Scott, T.	North Brixton, Ch. of Eng.	Surrey	3	1	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Scott, T. E.	Liverpool, St. Jude's, Ch. of Eng.	Lancashire	2	3	.	.
Scott, W.	-	-	2	3	.	.
Scott, W.	Port Gordon, Established Ch.	Banff	3	3	.	.
Scott, W.	(Student, Edinburgh, F. C. Normal)	-	.	.	1	3
Scott, W. H.	Eyemouth, Parochial	Ayton	2	1	.	.
Seabrook, J. F.	(Student, Cheltenham)	-	.	.	1	.
Sealey, J. L.	(Student, Culham)	-	.	.	1	.
Seaman, I.	(Student, Cheltenham)	-	.	.	1	1
Seamark, W.	Crockham Hill S.	Edenbridge	3	3	.	.
Seaton, A.	Bristol, Lewins Mead, B. S.	Gloucestershire	3	3	.	.
Seaton, W.	Driffield, Ch. of Eng.	Yorkshire	2	3	2	2
Seddon, J.	-	-	3	2	.	.
Seddon, R.	Chelsea, St. Mark's Practising	Chelsea	3	2	2	3
Seddon, R.	Fleetwood, Testimonial S.	Lancashire	.	.	1	3
Selden, G.	Manchester, Marshall Street, B. S.	Lancashire	2	1	.	.
Self, J.	West Ham, Ch. of Eng.	Essex	2	3	.	.
Sellick, E.	Alrewas, Ch. of Eng.	Lichfield	3	3	.	.
Sexty, C.	Southbourne and Seaside, Ch. of Eng.	Sussex	2	1	.	.
Shackleton, T.	Mold, Ch. of Eng.	Flint	.	.	1	3
Shand, J. M.	Bainsford, Self-supporting, Ch. of Scot.	Stirlingshire	2	2	.	.
Sharland, T.	Davyhulme, Wes.	Lancaster	3	2	.	.
Sharman, A.	Waltham Green, Ch. of Eng.	Middlesex	3	2	.	.
Sharman, J. R.	Bethnal Green, St. Matthias', Ch. of Eng.	London	.	.	1	3
Sharpe, J. M.	Holyrood, F. C. S.	Edinburgh	2	2	.	.
Sharples, J.	Swinton, Industrial	Lancashire	3	1	.	.
Sharrat, W.	Salford, Model School, Ch. of Eng.	Manchester	3	3	.	.
Shaw, J.	Bury, Holy Trinity, Ch. of Eng.	Lancashire	3	3	.	.
Shaw, J. T.	Tunstall, Wes.	Stafford	3	3	.	.
Shaw, T.	(Left England)	-	3	3	.	.
Shaw, T.	Wimborne Minster, Ch. of Eng.	Wimborne	1	3	.	.
Shaw, W.	(Student, Westminster, Wes.)	-	.	.	1	2
Shawcross, W.	(Student, Chester)	-	.	.	1	2
Shea, D.	(Student, Highbury)	-	3	3	.	.
Sheaf, R.	Central London District	Norwood	3	1	.	.
Sheard, T.	(Left England)	-	3	3	.	.
Shearer, D.	(Student, Edinburgh, F. C., Normal)	-	.	.	1	2
Shearer, J.	Gartmore, Dalmany, Parochial	Perth	2	3	.	.
Shelley, E.	-	-	3	1	.	.
Shepherd, C.	Iping, B. S.	Sussex	.	.	1	1
Sheppard, J.	Birmingham, St. George's, Ch. of Eng.	Warwick	3	3	2	2
Sheppard, J. W.	Rockwell Green, Ch. of Eng.	Somersetshire	.	.	1	3
Sheppard, S. S.	Cheltenham, Bethesda, Wes.	Gloucestershire	2	3	.	.
Sheriff, J.	(Student, Edinburgh, G. A., Normal.)	-	.	.	1	3
Sheriff, P.	(Student, Edinburgh, G. A., Normal.)	-	.	.	1	2
Sherrat, T.	-	-	3	3	.	.
Sheret, C.	Gilconston, F. C. S.	Aberdeen	3	2	.	.
Sheward, T.	Wribbenhall, Ch. of Eng.	Kidderminster	.	.	1	3
Shires, G.	(Student, York and Ripon)	-	3	3	2	2
Shopland, S. B.	(Student, Exeter)	-	.	.	1	3
Short, I.	-	-	3	3	.	.
Shorter, H.	Leeds, School Street, Wes.	Leeds	.	.	1	3
Shotter, J.	Bishopstoke, Ch. of Eng.	Hampshire	3	3	.	.
Shrop, J.	Evesham, B. S.	Evesham	3	3	.	.
Shufflebotham, F. C.	Ightham, Ch. of Eng.	Sevenoaks	3	2	.	.
Sidwell, T.	Keresley and Coundon, Ch. of Eng.	Coventry	.	.	1	3
Silversides, C.	Roos, Ch. of Eng.	Hull	2	3	.	.
Silversides, J.	Down Hatherley, Ch. of Eng.	Gloucester	3	1	.	.
Sim, G. R.	Old Deer, F. C. S.	Aberdeen	3	2	.	.
Simco, W.	Lacock, Ch. of Eng.	Chippenham	3	3	.	.
Simmins, J. J.	Edinburgh, St. James', Epis.	Edinburgh	.	.	1	3
Simmonds, H.	-	-	3	1	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.		MASTER
			Class.	Division.	Year.	Class.	
Simmonds, J. J.	Birmingham. St. Mary's, Ch. of Eng.	Birmingham	.	.	1	3	
Simpson, B.	Leeds, Little Holbeck, Marshall's Factory.	Yorkshire	1	3	.	.	
Simpson, C.	Stockton-on-Tees, B. S.	Durham	3	3	.	.	
Simpson, E.	Limehouse, St. Ann's, Ch. of Eng.	Middlesex	3	3	.	.	
Simpson, G.	Clyne, F. C. Congregational S.	Sutherland	.	.	1	3	
Simpson, J.	Kidderminster, St. George's, Ch. of Eng.	Kidderminster	3	1	.	.	
Simpson, J.	- - - - - -	- - -	3	2	.	.	
Simpson, J. D.	Ystalyfera, Ch. of Eng.	Glamorgan	3	1	.	.	
Simpson, T. H.	(Student, Westminster, Wes.)	- - -	.	.	1	2	
Sinclair, J.	Toftingshall, G. A. S.	Caithness-shire	3	3	.	.	
Sinclair, J.	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	3	
Sinclair, N.	- - - - - -	- - -	3	1	.	.	
Sinclair, R.	Amulree, F. C. S.	Dunkeld	3	3	.	.	
Singer, W.	- - - -	- - -	3	3	.	.	
Singleton, J. N.	Tiverton, B. S.	Devonshire	3	3	.	.	
Sinsininex, J.	Tean, B. S.	Uttoxeter	3	3	.	.	
Sirett, T.	Sowerby Bridge, Wes.	Halifax	3	3	.	.	
Skeet, H. L.	- - -	- - -	3	1	.	.	
Skeet, W.	(Left England)	- - -	2	3	.	.	
Skinner, D.	Binny, G. A. S.	Linlithgow	3	3	.	.	
Skipping, S.	Broughton, R. C. S.	Skipton	2	3	.	.	
Slack, J.	(Student, Westminster, Wes.)	- - -	.	.	1	2	
Slaney, G.	Rendlesham, Ch. of Eng.	Woodbridge	3	3	.	.	
Slater, J. K.	- - - - - -	- - -	3	2	.	.	
Slight, A. G.	(Student, Edinburgh, F. C. Normal.)	- - -	3	3	.	.	
Sloan, J.	(Student, Glasgow, F. C. Norm.)	- - -	2	1	.	.	
Sluter, J.	Dudley, St. Edmund's, Ch. of Eng.	Dudley	3	3	.	.	
Small, W.	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	1	2	
Small, G.	(Student, Glasgow, F. C. Normal.)	- - -	.	.	1	2	
Small, J.	Cockpen, F. C. S.	Edinburgh	2	3	.	.	
Smalley, J.	Stockport, St. Thomas, Ch. of Eng.	Cheshire	.	.	1	2	
Smart, J.	Gargrave, Ch. of Eng.	Skipton	3	3	.	.	
Smart, J.	Paisley, Neilson's Educational Institution.	Renfrewshire	2	1	.	.	
Smellie, T.	- - - - - -	- - -	2	2	.	.	
Smith, A.	(Left England)	- - -	3	3	.	.	
Smith, A.	- - - - - -	- - -	2	3	.	.	
Smith, A.	Arbroath, F. C. Institution	Forfar	2	3	.	.	
Smith, A.	Etruria, B.S.	Newcastle-under-Lyne.	2	3	.	.	
Smith, A.	East Greenock, Epis.	Renfrew	3	1	.	.	
Smith, A. F.	British and Foreign Training School.	Surrey	1	3	.	.	
Smith, A. T.	Dunstable, Ch. of Eng.	Bedfordshire	3	2	.	.	
Smith, B.	Horbury, Ch. of Eng.	Wakefield	.	.	1	3	
Smith, C.	(Student, Chelsea, St. Mark's)	- - -	2	3	2	2	
Smith, C. H.	- - - - - -	- - -	3	3	.	.	
Smith, D.	Pakenham, Ch. of Eng.	Bury St. Edmund's	.	.	1	3	
Smith, E. J.	Tortworth, B. S.	Wootton-under-Edge	.	.	1	3	
Smith, F.	Fraserburgh, St. Peter's, Epis.	Aberdeen	2	2	.	.	
Smith, F.	Colchester, Central	Colchester	3	1	.	.	
Smith, G.	- - - - - -	- - -	3	1	.	.	
Smith, G.	Milton Abbot, Duke of Bedford's, Ch. of Eng.	Tavistock	2	3	.	.	
Smith, G. H.	Margate, B. S.	Kent	.	.	1	2	
Smith, G. J.	Leicester, Curzon Street, Ch. of Eng.	Leicester	.	.	1	3	
Smith, H.	Birmingham, St. Luke's, Ch. of Eng.	Warwickshire	3	3	.	.	
Smith, H.	- - - - - -	- - -	3	1	.	.	
Smith, H.	Whitchurch Canonicorum, Ch. of Eng.	Bridport	3	1	.	.	
Smith, H.	Silsoe, Ch. of Eng.	Bedfordshire	.	.	1	2	
Smith, H. J. B. D.	Inverary, Burgh, Par. S.	Argyllshire	.	.	1	2	

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Smith, J.	Clyne, Par. S.	Sutherland	2	2	.	.
Smith, J.	-	-	3	2	.	.
Smith, J.	-	-	2	2	.	.
Smith, J.	Coventry, St. Peter's, Ch. of Eng.	Coventry	3	3	.	.
Smith, J.	Bothwell, F.C.S., near Uddington.	Hamilton	2	1	.	.
Smith, J.	Forfar, East Town End, F.C.S.	Forfarshire	3	1	.	.
Smith, J.	Bentley, Ch. of Eng.	Coleshill	2	2	2	1
Smith, J.	Errol, Epis. S.	Perth	.	.	1	1
Smith, J.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	1
Smith, J.	Llangasty-Tallylyn, Ch. of Eng.	Brecknock	.	.	1	3
Smith, J.	(Student, Battersea)	-	.	.	1	3
Smith, J. B.	Haworth, Wes.	Keighley	3	2	.	.
Smith, J. D.	-	-	2	2	.	.
Smith, J. L.	York, Bilton Street, St. Cuthbert's, Ch. of Eng.	Yorkshire	3	3	.	.
Smith, J. M.	Romford, Endowed, Ch. of Eng.	Essex	1	2	.	.
Smith, R.	Migvie, G. A. S.	Aberdeen	3	2	.	.
Smith, R.	Urquhart, F. C. S.	Elgin	3	2	2	3
Smith, R.	Wakefield, All Saints', Ch. of Eng.	Yorkshire	3	3	.	.
Smith, R.	(Student, Highbury)	-	.	.	1	2
Smith, S.	Deritend, St. John's, Ch. of Eng.	Warwickshire	3	2	.	.
Smith, S.	Warblington and Emsworth, Ch. of Eng.	Havant	3	3	2	3
Smith, S. B.	(Student, Culham)	-	.	.	1	3
Smith, T.	Coggeshall, Sir R. Hitcham's S.	Kelvedon	3	3	.	.
Smith, T.	Hanham, Ch. of Eng.	Bristol	3	3	.	.
Smith, T.	Huntley, Second, Ch. of Scot.	Aberdeenshire	3	3	.	.
Smith, T.	(Student, Cheltenham)	-	.	.	1	.
Smith, T.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	2
Smith, T. H.	Bethnal Green, St. Thomas, Ch. of Eng.	London	2	3	.	.
Smith, W.	-	-	.	.	.	.
Smith, W.	Liverpool, St. Luke's, Ch. of Eng.	Lancashire	2	3	.	.
Smith, W.	Holsworthy, Wes.	Devonshire	3	3	.	.
Smith, W.	Cannington, Ch. of Eng.	Bridgwater	3	3	.	.
Smith, W. G.	Goodrich, Ch. of Eng.	Hereford	3	2	.	.
Smith, W. H.	Rotherhithe, Amicable Society's School.	Surrey	2	3	.	.
Smithyman, E.	Ironville, Ch. of Eng.	Alfreton	.	.	1	2
Smyth, H.	Scoonie, Ch. of Scot.	Fifeshire	2	2	.	.
Snaith, W. A.	-	-	3	3	.	.
Snape, J.	Liverpool, South, Ch. of Eng.	Liverpool	3	3	.	.
Snell, J.	East Coker, B.S.	Yeovil	2	2	.	.
Snelson, W.	Hartshill, Ch. of Eng.	Staffordshire	2	1	.	.
Somers, R.	Logie, Par. S.	Stirling	3	1	.	.
Souter, D.	Fordoun, F.C., Congregational	Kincardine	3	3	.	.
Souter, J.	Aberdeen, Trades S.	Aberdeen	3	3	.	.
Southby, C.	Narberth, Ch. of Eng.	Narberth	3	3	.	.
Southerton, R.	Kingsbridge and Dodbrooke, Ch. of Eng.	Devonshire	.	.	1	3
Southwick, R.	Great Wansford, Ch. of Eng.	Driffield	3	3	.	.
Sowter, F.	-	-	2	3	.	.
Sowter, G.	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	3
Sowter, J. H.	Melbourne, Ch. of Eng.	Derbyshire	3	2	.	.
Spalding, C.	Maxweltown, Privately Endowed School, Ch. of Scot.	East Kilbride	3	3	.	.
Spanner, G.	Longfleet, Mixed, Ch. of Eng.	Poole	.	.	1	3
Sparke, F. W.	Kirkdale, Industrial	Liverpool	2	3	.	.
Sparrow, J.	South Hackney Charity, Ch. of Eng.	London	3	2	.	.
Sparrow, .	Uffculme, Ch. of Eng.	Collumpton	3	1	.	.
Sparrow, W. C.	-	-	1	2	.	.
Sparshott, J.	Kingsbury, End., Ch. of Eng.	Fazeley, Tamworth	3	2	.	.
Spary, A.	Bath, St. Saviour's, Ch. of Eng.	Somersetshire	3	3	.	.
Spence, C.	Kirriemuir, St. Mary's Epis. S.	Forfar	.	.	1	3
Spencer, C.	Ashford, Ch of Eng.	Bakewell	2	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Spencer, E.	Leeds, St. Saviour's, Ch. of Eng.	Leeds	3	3	.	.
Spencer, J.	- - - -	- - -	3	1	.	.
Spencer, P.	Oldbury, Ch. of Eng.	Birmingham	2	3	2	2
Spencer, S.	Ratcliffe College, R. C. S.	Leicestershire	3	3	.	.
Spencer, W.	Beverley, Wes.	Beverley	2	3	.	.
Spicer, J.	Dallowgill, Ch. of Eng.	Yorkshire	.	.	1	3
Spicer R.	(Student, Battersea)	- -	-	.	1	1
Spink, J.	Ripon, Ch. of Eng.	Ripon	2	2	.	.
Spire, T.	(Student, Chichester)	- -	3	3	.	.
Spire, T.	- - - -	- -	3	3	2	3
Spooner, W.	Rugeley, Ch. of Eng.	Rugeley	3	3	.	.
Stables, J.	(Left England)	- -	3	1	.	.
Stacey, E. J.	(Student, Exeter)	- -	3	2	2	3
Staddon, T.	Camberwell, Green Coat, Ch. of Eng.	London	3	1	.	.
Stainbank, J.	- - - -	- -	2	3	.	.
Stalker, D.	Leven, F. C. S.	Leven	3	3	.	.
Stalker, D. B.	Luton, Ch. of Eng.	Bedford	3	2	.	.
Stanton, J.	Islington, St. Michael's, Ch. of Eng.	London	2	3	.	.
Stanton, J.	Beaminster, P. U. S.	Beaminster	.	.	1	3
Stanwick, J.	Gilling, Ch. of Eng.	Yorkshire	3	1	.	.
Stanyer, W.	Great Harwood, Ch. of Eng.	Blackburn	2	1	.	.
Stark, J.	(Student, Highbury)	- -	-	.	1	3
Stark, J. M.	- - - -	- -	3	1	.	.
Startup, O. A.	Radcliffe Hall, Ch. of Eng.	Manchester	3	3	.	.
Statham, J.	(Student, Cheltenham)	- -	-	.	1	3
Stead, G.	(Student, Cheltenham)	- -	3	3	2	3
Stedham, E. C.	St. Pancras, Trinity, Ch. of Eng.	London	3	3	.	.
Steel, J.	Plumstead, Barrage Road, B.S.	Kent	3	1	.	.
Steele, R.	Eagley Mills, B. S.	Great Bolton	.	.	1	3
Stephen, W.	- - - -	- -	3	1	.	.
Stephens, E.	- - - -	- -	3	3	.	.
Stephens, W.	Hagley (Lord Lyttelton's School), Ch. of Eng.	Stourbridge	3	1	.	.
Sterndall, J.	Wellow, Ch. of Eng.	Romsey	3	3	.	.
Stevens, E. T.	- - - -	- -	2	1	.	.
Stevens, H.	- - - -	- -	2	1	.	.
Stevens, N. C.	Waddington, Mixed, Ch. of Eng.	Lincoln	3	1	.	.
Stevenson, D.	(Left England)	- -	3	3	.	.
Stevenson, J.	(Student, Glasgow, G. A. Norm.)	- -	3	3	.	.
Stevenson, M.	Osmotherley, Ch. of Eng.	Northallerton	.	.	1	3
Stewart, A.	Lockerbie, F. C., Congl. S.	Dumfries	3	1	.	.
Stewart, C.	Alton, B. S.	Hampshire	1	3	.	.
Stewart, D.	Eyemouth, F. C. S.	Berwick	3	2	.	.
Stewart, J.	- - - -	- -	2	1	.	.
Stewart, J.	Edderton, F. C. S.	Ross-shire	3	3	.	.
Stewart, J.	(Student, Edinburgh, F. C. Normal.)	- -	2	3	2	2
Stewart, J.	(Student, Edinburgh, G. A. Normal.)	- -	3	2	.	.
Stewart, J.	Strathlock, G. A. S.	Perth	.	.	1	2
Stewart, J.	Tobermory, F. C. S.	Argyllshire	3	2	.	.
Stewart, P.	(Student, Edinburgh, F. C., Normal.)	- -	-	.	1	2
Stewart, R.	(Student, Edinburgh, F. C. Normal.)	- -	2	3	.	.
Stewart, R.	Montrose, Sess. S.	Forfar	3	2	.	.
Stewart, T.	- - - -	- -	3	3	.	.
Stewart, W.	Strathkinness, St. Andrew's, F. C. S.	Fifeshire	3	3	.	.
Stickland, W. P.	Poole, Ch. of Eng.	Dorset	.	.	1	
Still, T.	Udny, F. C. S.	Aberdeen	.	.	1	3
Stirling, A.	New Cumnock, F. C. S.	Ayrshire	2	2	.	.
Stirtan, J.	Edinburgh, Normal Institution, Practising School.	Edinburgh	2	2	.	.
Stocker, E.	Tooting, Ch. of Eng.	Surrey	3	3	.	.
Stockley, H. C.	Gravesend, Prince's Street Chapel, Wes.	Kent	2	1	.	.
Stockton, W. (D.)	(Student, Chester)	- -	2	2	2	
Stokes, W.	- - - -	- -	3	3	.	

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.		MASTER
			Class.	Division.	Year.	Class.	
Temperley, J.	South Metropolitan District School.	Sutton, Ewell	1	3	.	.	
Templar, B.	- - - -	- - -	2	1	.	.	
Temple, R.	Ballantrae, Parochial	Ayrshire	3	1	.	.	
Terry, H.	Westbourne, Ch. of Eng.	Emsworth	3	2	.	.	
Thackeray, J.	Leeds, St. Paul's, Ch. of Eng.	Leeds	3	3	.	.	
Thies, J.	- - - -	- - -	3	1	.	.	
Thom, A.	Busby, S. - - - -	Lanark	2	2	.	.	
Thom, R. B.	Dalkeith Academy - - -	Edinburgh	2	2	.	.	
Thomas, C. E.	(Student, Cheltenham) -	- - -	.	.	1	3	
Thomas, G.	Pyle, Bryndu Colliery, Ch. of Eng.	Bridgend	2	3	.	.	
Thomas, G.	Wolverhampton, Congregational.	Staffordshire	2	2	.	.	
Thomas, G.	Beddgelert, B. S. - - -	Caernarvon	.	.	1	3	
Thomas, G. H.	Pen-y-parke, Ch. of Eng.	Aberystwith	3	2	.	.	
Thomas, J.	Lampeter, Ch. of Eng. -	Cardiganshire	3	1	.	.	
Thomas, J.	- - - -	- - -	3	3	.	.	
Thomas, J.	- - - -	- - -	3	1	.	.	
Thomas, J.	Newport-on-Usk, Ch. of Eng.	Monmouthshire	3	1	.	.	
Thomas, J.	- - - -	- - -	3	1	.	.	
Thomas, J.	Festiniog, B. S. - - -	Merionethshire	.	.	1	2	
Thomas, J.	South Shields Union, B.S.	Durham	3	2	.	.	
Thomas, O.	(Student, Caernarvon) -	- - -	3	2	.	.	
Thomas, O. P	- - -	- - -	3	2	.	.	
Thomas, R.	(Student, Cheltenham) -	- - -	.	.	1	3	
Thomas, T.	Dukinfield, St. John's, Ch. of Eng.	Stockport	3	3	.	.	
Thomas, W.	- - - -	- - -	3	2	.	.	
Thomas, W. M.	Rougham, Ch. of Eng. -	Norfolk	3	3	.	.	
Thomas, W. M.	- - - -	- - -	2	2	.	.	
Thompson, J.	Altrincham and Bowden Down, B. S.	Chester	.	.	1	2	
Thompson, J. H.	(Student, York and Ripon)	- - -	.	.	1	2	
Thompson, T.	Leintwardine, Ch. of Eng.	Ludlow	3	2	.	.	
Thomson, A.	Cousland, F. C. S. - - -	Edinburgh	3	1	.	.	
Thomson, A.	Edinburgh, Original Ragged	Edinburgh	3	1	.	.	
Thomson, D.	Broughty Ferry, F. C. S.	Forfarshire	3	3	.	.	
Thomson, G.	(Student, Edinburgh, G. A. Normal).	- - -	.	.	1	1	
Thomson, G.	Kintore, F. C. S. - - -	Aberdeen	3	3	.	.	
Thomson, H.	(Student, Edinburgh, F. C. Normal.)	- - -	2	3	2	2	
Thomson, J.	Perth, East Ch. Parish Congational S.	Perth	2	3	.	.	
Thomson, J.	- - - -	- - -	3	1	.	.	
Thomson, J. A.	Cairnryan, G. A. S. - -	Wigton	3	1	.	.	
Thomson, W.	(Student, Glasgow, F. C. Normal).	- - -	.	.	1	3	
Thomson, W. B.	(Student, Edinburgh, G. A. Normal.)	- - -	2	2	.	.	
Thorne, F.	Mells Green, Ch. of Eng.	Frome, Somersetshire	1	3	.	.	
Thorburn, G.	Aberbrothock, F. C. S. -	Forfarshire	3	3	.	.	
Thorndick, J.	Left England - - - -	- - -	3	3	.	.	
Thorp, B.	(Student, Cheltenham) -	- - -	.	.	1	3	
Thorpe, G.	Manchester, Birch, St. James, Ch. of Eng.	Lancashire	2	2	.	.	
Thorpe, R.	Ipswich, St. Peter's, Ch. of Eng.	Suffolk	3	3	.	.	
Thrift, W. J.	(Student, Chelsea St. Mark's)	- - -	2	2	2	1	
Thurlow, J.	Leominster, Ch. of Eng. -	Herefordshire	2	1	.	.	
Thurlow, E.	Nottingham, Trinity, Ch. of Eng.	Nottingham	2	2	.	.	
Tidsall, J.	(Student, Saltley) - - -	- - -	.	.	1	3	
Timbrell, F.	- - - -	- - -	3	2	.	.	
Timbrell, H.	Fleet Street, Saint Dunstan's, Ch. of Eng.	London	3	1	.	.	
Timme, W.	Bath, Weymouth House, Ch. of Eng.	Bath	2	3	.	.	
Tinker, G.	Leeds, Little London, Saint Matthew's, Ch. of Eng.	Leeds	3	1	.	.	
Tipper, H.	Lyncombe and Widcombe, Ch. of Eng.	Bath	3	1	.	.	
Tocher, J.	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	2	

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Todhunter I.	South Metropolitan Dist. S.	Sutton, Ewell	1	2	.	.
Tomkins, W.	Birmingham, King Edward's, Ch. of Eng.	Warwick	1	3	.	.
Tomlinson, J.	Gellygaer S.	Newport, Mon.	3	2	.	.
Tomlinson, J.	Spink Hill, R. C. S.	Chesterfield	3	3	.	.
Tompkins, D.	Great Yarmouth, B. S.	Norfolk	.	.	1	.
Tompsett, F. (D.)	(Student, Saltley)	.	.	.	1	2
Tonkin, W.	Redruth, Ch. of Eng.	Cornwall	3	2	.	.
Toon, C.	.	.	3	1	.	.
Topple, A. M. (A.)	Bradford, Manchester Road, Ch. of Eng.	Yorkshire	1	3	.	.
Tovey, W.	Madley, Ch. of Eng.	Hereford	2	1	.	.
Townsend, T.	.	.	2	3	.	.
Train, H.	Perth, Middle Parish, Sess.	Perth	2	2	.	.
Traynor, M. C.	.	.	3	3	.	.
Tregarthen, W. F.	.	.	3	1	.	.
Tregenza, J. L.	Trevenson Pool, Ch. of Eng.	Redruth	3	1	.	.
Trice, W.	.	.	2	1	.	.
Tricker, G.	Bury St. Edmunds, St. James, Ch. of Eng.	Suffolk	3	1	.	.
Trickey, J.	(Student, Cheltenham)	.	.	.	1	1
Trigg, J.	Brighton, Central, Ch. of Eng.	Brighton	2	3	.	.
Trinder, W. H.	Sheepshead, Ch. of Eng.	Loughborough	2	2	.	.
Trott, E. H.	.	.	3	2	.	.
Trott, T.	Rugby, Parochial	Warwickshire	3	2	.	.
Trott, W.	Dunchurch, Free School, Ch. of Eng.	Warwickshire	2	3	.	.
Trotter, J.	Ceres, Parochial	Cupar	2	1	.	.
Trotter, J. J.	St. Andrew's, Fisher's School, Ch. of Scot.	Fife	1	3	.	.
Truelove, H.	Everton, St. Peter's, Ch. of Eng.	Liverpool	3	1	.	.
Tucker, B.	.	.	3	3	.	.
Tucker, F.	Donnington Wood, Ch. of Eng.	Newport	1	3	.	.
Tucker, G. H.	Bloomsbury, St. George the Martyr, Ch. of Eng.	London	2	3	.	.
Tunnicliffe, C.	Newent, Ch. of Eng.	Gloucestershire	.	.	1	3
Turner, G.	Stapleford, Ch. of Eng.	Nottingham	3	3	.	.
Turner, G. (A.)	Queenshead, Ch. of Eng.	Halifax	3	3	.	.
Turner, H.	Paunley near Newent, Ch. of Eng.	Gloucestershire	2	1	.	.
Turner, J.	Manchester, Saint Andrew's, Ch. of Eng.	Manchester	2	3	.	.
Turner, J. T.	.	.	3	1	.	.
Turner, N. S.	Camiscross, G. A. S.	Inverness	2	2	.	.
Turner, R. H.	Liverpool, New Wes. S.	Liverpool	3	1	.	.
Turner, T. S.	(Student, Chelsea, St. Mark's)	.	3	2	.	.
Turner, W. T.	Springfield, F. C. S.	Fifeshire	3	1	2	2
Tutte, A.	Bridgend Town, Ch. of Eng.	Glamorganshire	.	.	1	3
Tweedie, P.	(Student, Edinburgh, F. C. Normal).	.	2	3	2	3
Twigge, L.	West Pennard, Ch. of Eng.	Wells	2	1	.	.
Twist, S.	Hawkshead, Ch. of Eng.	Ambleside	3	2	.	.
Tyler, W. W.	Coventry, Holy Trinity, Ch. of Eng.	Warwickshire	2	2	2	2
Udale, J.	Buglawton, Ch. of Eng.	Chester	3	1	.	.
Ullathorne, J.	Brandon Hill, St. George's, Ch. of Eng.	Bristol	3	3	.	.
Underwood, R.	Blackboy Colliery, Ch. of Eng.	Durham	2	3	.	.
Vallis, S.	Thatcham, Ch. of Eng.	Newbury	.	.	1	3
Vasey, J.	Wainfleet, Wes.	Lincolnshire	2	2	.	.
Vasey, J.	Acklington, Ch. of Eng.	Northumberland	2	3	2	3
Vaughan, D.	Abergwili, Ch. of Eng.	Caermarthen	.	.	1	3
Vaughan, J.	Darlaston, Ch. of Eng.	Stafford	3	1	.	.
Vaughan, S.	Cheshunt, Free School	Waltham Cross	3	1	.	.
Vaughan, T.	Abercrave, Ch. of Eng.	Brecknockshire	3	2	.	.
Vaughan, W.	Weston, Ch. of Eng.	Stevenage	3	2	.	.
Veal, J. W.	Tonbridge Wells, Holy Trinity, Middle, Ch. of Eng.	Kent	2	3	.	.
Veitch, S.	Balerno, Subscription, Ch. of Scot.	Edinburgh	2	3	.	.
Veness, T. R.	(Student, Chelsea, St. Mark's)	.	.	.	1	3
Veness, W. T.	.	.	3	1	.	.
Venner, J.	Islington, St. Peter's, Ch. of Eng.	Middlesex	3	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Vennimore, T. B.	Wainfleet, St. Mary's, Ch. of Eng.	Lincolnshire	3	3	.	.
Vernon, G.	Bristol, St. Paul's, Ch. of Eng.	Bristol	3	3	.	.
Verrall, A.	Hurstpierpoint, St. Nicholas College, Ch. of Eng.	Sussex	3	3	.	.
Vial, W. S.	Bosbury, Endowed, Ch. of Eng.	Hereford	3	1	.	.
Vickers, J	Blakesley, Ch. of Eng.	Towcester	3	2	.	.
Vickery, G.	Manchester, Rooden Lane, B.S.	Manchester	3	1	.	.
Vidler, H.	-	-	.	.	1	3
Vie, T. H.	Ashford, Ch. of Eng.	Kent	3	2	.	.
Vinall, C. J.	-	-	2	1	.	.
Vinall, E. W.	-	-	3	3	.	.
Vitty, A.	Eydon, Ch. of Eng.	Banbury	3	2	.	.
Wade, G.	Astbury, Ch. of Eng.	Congleton	2	1	.	.
Wade, W.	-	-	2	2	.	.
Wadge, W. J.	Witham, Ch. of Eng.	-	.	.	1	3
Wadsworth, J.	Middleton Cheney, Ch. of Eng.	Northampton	2	3	.	.
Wager, P.	Eatington, Ch. of Eng.	Kineton	3	2	.	.
Wainwright, S.	-	-	3	1	.	.
Waite, J. K.	Little Bolton, All Saints', Ch. of Eng.	Lancashire	3	3	.	.
Wakely, W.	Arley, Ch. of Eng.	Bewdley	2	2	.	.
Waldron, A. J.	Southchurch, Ch. of Eng.	Bishop Auckland	3	2	.	.
Walker, A.	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	1
Walker, D.	(Student, Edinburgh, F.C. Normal.)	-	2	3	.	.
Walker, D.	Jedburgh, St. John's, Epis. S.	Roxburgh	3	2	1	1
Walker, D. S.	West Calder, P. S.	-	2	1	.	.
Walker, E.	-	-	3	3	.	.
Walker, F. H.	Quernmore, Ch. of Eng.	Lancaster	3	2	.	.
Walker, J.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	2
Walker, J.	St. Nicholas, Ch. of Eng.	Cardiff	3	3	1	3
Walker, J. B.	(Student, Highbury)	-	3	1	.	.
Walker, M.	Runcorn, Ch. of Eng.	Cheshire	.	.	1	3
Walker, R.	Alexandria, P. S.	Dumbarton	3	3	.	.
Walker, R.	(Student, Glasgow, F.C. Norm.)	-	.	.	1	2
Walker, S.	Tamworth, Ch. of Eng.	Staffordshire	3	1	.	.
Walker, W.	Southwick, Ch. of Eng.	Sunderland	3	3	.	.
Wallace, D.	(Student, Edinburgh, G. A. Normal).	-	2	3	.	.
Wallace, J.	Fountainhall, S.	Edinburgh	3	1	.	.
Wallace, J. L.	Glasgow, St. John's, R. C. S.	Lanarkshire	.	.	1	3
Walland, J.	Helstone, Wes.	Helstone	2	1	.	.
Wallis, C.	Sunderland, Trindon, St., Wes.	Durham	2	2	.	.
Wallis, J.	Deal, Wes.	Kent	3	2	.	.
Wallis, J.	Exeter, Mint Lane, Wes.	Devonshire	3	1	.	.
Wallis, T.	-	-	3	3	.	.
Wallis, W. C.	-	-	3	1	.	.
Walsh, P. D.	Longton, St. Gregory's, R.C.S.	Newcastle-under-Lyne.	.	.	1	2
Walter, C.	-	-	3	3	.	.
Walter, J. H.	-	-	3	3	.	.
Walters, W.	Southwark, St. Jude's, Ch. of Eng.	Southwark	.	.	1	3
Walters, W. H.	Wolverhampton, St. Peter's, Ch. of Eng.	Wolverhampton	2	2	.	.
Walton, I.	Stretton, Ch. of Eng.	Warrington	3	3	.	.
Ward, J.	Rotherham, Ch. of Eng.	Yorkshire	3	1	.	.
Ward, T.	Howden, Wes.	Yorkshire	3	3	.	.
Ward, T.	Wilton, Ch. of Eng.	Northwich	.	.	1	1
Ward, T.	(Student, Highbury)	-	.	.	1	3
Ware, J.	(Left England)	-	3	2	.	.
Warren, S.	Perth, St. Ninians, Epis. S.	Perth	.	.	1	3
Warren, W. E.	Camborne Town, Ch. of Eng.	Cornwall	2	3	.	.
Warren, W. T.	Stepney, St. Thomas', Colet's, Ch. of Eng.	Middlesex	2	3	.	.
Warriner, J.	Longsight, St. John's, Ch. of Eng.	Manchester	2	3	.	.
Wase, J.	-	-	3	2	.	.
Wash, H.	Hampstead, Downshire Hill, St. John's Chapel, Ch. of Eng.	London	2	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Whitehead, W.	Ilkeston, Ch. of Eng.	Derby	2	2	.	.
Whitelaw, S.	Avondale, P. S.	Hamilton	3	3	.	.
Whiteoak, T.	Weaverham, Ch. of Eng.	Northwich	3	1	2	2
Whitfield, G.	Thorganby and Cottingwith, Ch. of Eng.	York	.	.	1	3
Whitham, B.	-	-	3	1	.	.
Whiting, F.	Cubington, Ch. of Eng.	Warwickshire	3	2	.	.
Whittet, W.	(Student, Edinburgh, F. C. Normal).	-	2	3	.	.
Whittington, W.	(Student, Chelsea, St. Mark's)	-	3	1	2	3
Whitwell, W.	Wymeswold, Ch. of Eng.	Loughborough	.	.	1	3
Whitworth, J.	Colne, Ch. of Eng.	Lancashire	3	3	.	.
Whyte, A.	Slamannan, F.C.S.	Stirlingshire	3	2	.	.
Whyte, W.	Scone, F. C. S.	Perth	3	3	1	1
Widgery, J.	Ipswich, St. Clement's, Ch. of Eng.	Suffolk	3	3	.	.
Wiffen, R.	(Student, Borough Road)	-	.	.	1	3
Wight, J.	South Shields, Holy Trinity, Ch. of Eng.	Durham	2	3	.	.
Wilcox, E.	Harmston, Ch. of Eng.	Lincolnshire	3	3	.	.
Wild, J.	-	-	2	3	.	.
Wilding, T.	-	-	3	3	.	.
Wilkins, E.	Stockwell, St. Michael's, Ch. of Eng.	Surrey	3	3	.	.
Wilkins, H.	West Bromwich, All Saints', Ch. of Eng.	Staffordshire	1	3	.	.
Wilkins, J.	Wivenhoe, Ch. of Eng.	Colchester	2	1	.	.
Wilkins, J.	-	-	2	1	.	.
Wilkins, N. S.	Stepney, St. Peter's, Ch. of Eng.	London	3	2	.	.
Wilkins, S.	-	-	2	1	.	.
Wilkins, T.	-	-	3	3	.	.
Wilkins, T.	Richmond, Ch. of Eng.	Yorkshire	2	2	.	.
Wilkins, T. C.	-	-	3	3	.	.
Wilkins, W.	(Left England)	-	2	1	.	.
Wilkins, W.	West Bromwich, St. James', Ch. of Eng.	Staffordshire	3	1	.	.
Wilkinson, D.	Wortley, Ch. of Eng.	Sheffield	3	3	.	.
Wilkinson, E.	Wakefield, Trinity, Ch. of Eng.	Yorkshire	3	1	.	.
Wilkinson, H.	Burslem, Wes.	Staffordshire	3	3	.	.
Wilkinson, J.	Ashton in Mackerfield, Ch. of Eng.	Warrington	3	1	.	.
Wilkinson, J.	Crayke, Ch. of Eng.	York	2	2	.	.
Wilkinson, J.	Great Queen Street, Wes.	London	3	2	.	.
Wilkinson, J. J.	-	-	2	1	.	.
Wilkinson, T.	Harrow, Ch. of Eng.	Middlesex	3	1	.	.
Wilkinson, T. P.	Woodhouse, Ch. of Eng.	Huddersfield	3	3	.	.
Wilks, M. J.	Ryecroft, B. S.	Ashton-under-Lyne	2	3	.	.
Willett, C.	Hulme, Holy Trinity, Ch. of Eng.	Manchester	2	3	.	.
Williams, A.	Botley, Ch. of Eng.	Bishops Waltham	3	1	.	.
Williams, D.	Churchstoke, Ch. of Eng.	Montgomery	3	2	.	.
Williams, D.	-	-	2	3	.	.
Williams, D. A.	(Student, Caermarthen)	-	3	3	2	3
Williams, E.	Pennon and Llangoed, Ch. of Eng.	Beaumaris	.	.	1	2
Williams, G.	Holloway, St. James', Ch of Eng. S.	London	3	1	.	.
Williams, H.	Aberavon, Ch. of Eng.	Glamorganshire	3	3	.	.
Williams, H.	Rhyl, N. S.	Flintshire	3	3	2	2
Williams, H.	(Student, Chelsea, St. Mark's)	-	3	2	2	3
Williams, J.	-	-	2	3	.	.
Williams, J.	Odiham, Ch. of Eng.	Hampshire	3	1	.	.
Williams, J.	Dringhouses, St. Edward's, Ch. of Eng.	York	3	1	.	.
Williams, J.	Deptford, St, John's, Ch of Eng.	Kent	.	.	1	3
Williams, J.	Plaxtole, Ch. of Eng.	Sevenoaks	.	.	1	3
Williams, J. H. E.	Wrockwardine, Ch. of Eng.	Shropshire	3	1	.	.
Williams, J. M.	York, St. George's, Wes.	York	2	1	.	.
Williams, J. W.	(Student, Glasgow, F.C. Norm.)	-	.	.	1	2
Williams, N. G.	Wellington, B. S.	Somersetshire	3	1	.	.
Williams, O.	Llangefni, B. S.	Anglesey	2	3	.	.
Williams, R.	Pembrey Copper Works, B.S.	Llanelly	3	2	.	.
Williams, R. O.	Dolgellau, Ch. of Eng.	Merionethshire	3	3	.	.
Williams, R. W.	(Student, Chelsea, St. Mark's)	-	.	.	1	2

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Williams, T.	-	-	2	1	.	.
Williams, W.	-	-	1	3	.	.
Williams, W.	Liverpool, St. Bride's, Ch. of Eng.	Lancashire	3	3	.	.
Williams, W.G.	Dukinfield, St. Mark's, Ch. of Eng.	Ashton-under-Lyne	1	3	.	.
Williams, W. S.	Rickinghall, Ch. of Eng.	Suffolk	3	1	.	.
Williams, W. S.	Penllwyn, B. S.	Cardigan	3	2	.	.
Williamson, A.	East Calder, B. S.	Edinburgh	3	3	.	.
Williamson, H.	Huddersfield, St. Peter's, Seed Hill, Ch. of Eng.	Yorkshire	3	2	.	.
Willing, J.	St. Helier's, St. Mark's, Ch. of Eng.	Jersey	3	1	.	.
Willis, E. J.	Cricklade, Ch. of Eng.	Wiltshire	.	.	1	3
Willson, R. N.	-	-	2	3	.	.
Willson, W.	Durdham Downs, St. John's, Ch. of Eng.	Gloucester	2	3	2	3
Wilson, A.	Bannockburn, F. C. S.	Stirlingshire	2	3	.	.
Wilson, A.	-	-	2	1	.	.
Wilson, A.	(Student, Edinburgh, F. C. Normal.)	-	2	3	.	.
Wilson, A.	-	-	3	1	.	.
Wilson, B.	Bristol, St. Michael's, Ch. of Eng.	Bristol	3	3	.	.
Wilson, C. E.	-	-	3	2	.	.
Wilson, D.	-	-	2	2	2	.
Wilson, D.	Isle of Cumbrae, F. C. S.	Bute	3	2	2	.
Wilson, J. (D.)	Acton, Ch. of Eng.	Middlesex	3	3	.	.
Wilson, J.	Cullen, F. C. S.	Banff	3	.	1	.
Wilson, J.	Burnley, St. Paul's, Ch. of Eng.	Burnley	3	2	2	.
Wilson, T.	-	-	3	1	.	.
Wilson, W.	Cumbernauld, Par. S.	Glasgow	2	3	.	.
Wilton, G.	Winterton, Ch. of Eng.	Yarmouth	2	3	.	.
Winder, J. P.	-	-	2	2	.	.
Winser, T. (D.)	South Stoneham and Portswood, Ch. of Eng.	Southampton	3	3	.	.
Winter, J.	Huddersfield, Longroyd Bridge, Ch. of Eng.	Huddersfield	3	3	.	.
Winter, J.	Doncaster, Great Northern Railway Company's S., Ch. of Eng.	Doncaster	.	.	1	3
Winter, T.	Douglas, Athol Street, Ch. of Eng.	Isle of Man	2	1	.	.
Wise, T.	Wareham, B. S.	Dorsetshire	.	.	1	2
Wiseman, W. R.	Barnside S.	Dairy	3	2	.	.
With, G.	Hereford, Blue Coat, Ch. of Eng.	Hereford	2	2	.	.
Witter, J.	Stainton, Ch. of Eng.	Barnard Castle	3	3	.	.
Wolfe, E. J.	Trent Vale, Ch. of Eng.	Newcastle-under-Lyne.	.	.	1	2
Wonnacott, J.	Devonport, St. James', Ch. of Eng.	Devonshire	3	2	.	.
Wonnacott, T. R.	St. Just in Penrith, Ch of Eng.	Cornwall	3	1	.	.
Wood, B.	-	-	2	3	.	.
Wood, C.	Bideford, Ch. of Eng.	Devonshire	.	.	1	1
Wood, H.	-	-	3	1	.	.
Wood, J.	Chatburn, Ch. of Eng.	Lancashire	3	3	.	.
Wood, J.	Taunton, Trinity, Ch. of Eng.	Somersetshire	3	2	.	.
Wood, J.	Congleton, St. James', Ch. of Eng.	Chester	3	3	.	.
Wood, J.	Aspley Guise, B. S.	Woburn	.	.	1	3
Wood, R. H.	Liverpool, St. Bartholomew's, Ch. of Eng.	Liverpool	3	3	.	.
Wood, W. A.	Leeds, St. Philip's, Ch. of Eng.	York	3	2	2	.
Wood, W. F.	(Student, Battersea)	-	3	2	2	2
Woodcock, H.	-	-	3	2	.	.
Woodcock, L.	Longford, Ch. of Eng.	Derbyshire	3	2	.	.
Wooder, J.	-	-	3	2	.	.
Woodrow, P.	Paisley, Free High Church Congregational S.	Renfrew	3	1	.	.
Woods, F.	Hyde, St. Bartholomew's, Ch. of Eng.	Winchester	2	3	.	.
Woods, R.	(Student, Oxford)	-	2	3	2	2
Woods, R.	Lambeth Chapel, Wes.	Surrey	3	3	.	.
Woof, W.	-	-	3	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Woollard, G. C.	- - - -	- - -	2	3	.	.
Woolley, J.	Grappenhall, Ch. of Eng.	Warrington	3	2	.	.
Woolley, J. A.	Churchill, Ch. of Eng.	Oxford	3	1	.	.
Woolley, L.	Lambourne, Wes.	Berkshire	.	.	1	3
Woolstenholme, T.	Heywood, St. Luke's, Ch. of Eng.	Lancashire	3	2	.	.
Wormald, J.	Alvethorpe, Ch. of Eng.	Wakefield	.	.	1	3
Worsnop, T.	(Left England.)	- - -	3	3	.	.
Worthington, H.	(Student, Winchester)	- - -	.	.	1	3
Worthington, I.I.C.	(Student, Chelsea, St. Mark's)	- - -	.	.	1	3
Worthington, T.	- - - -	- - -	3	3	.	.
Wotherspoon, R. S.	(Student, Glasgow, G.A.Norm.)	- - -	.	.	1	3
Wray, J. J.	Madeley Wood, Wes.	Shropshire	3	3	.	.
Wray, T.	Old Malton, Ch. of Eng.	York	3	3	.	.
Wren, T.	(Student, Culham)	- - -	.	.	1	3
Wright, G.	(Student, Highbury)	- - -	.	.	1	2
Wright, J.	- - - -	- - -	3	3	.	.
Wright, J.	Paisley, Sess.	Renfrewshire	3	2	.	.
Wright, J.	Taplow, Ch. of Eng.	Maidenhead	3	3	1	3
Wright, M.	(Student, Westminster Wes.)	- - -	.	.	1	2
Wright, R.	- - - -	- - -	3	2	.	.
Wright, R.	Caton, Ch. of Eng.	Lancashire	3	3	.	.
Wright, W.	Bath, Holy Trinity, Ch. of Eng.	Somersetshire	3	1	.	.
Wrigley, J.	Rochdale, Ch. of Eng.	Rochdale	3	1	.	.
Wrothwell, H.	Wykeham, Ch. of Eng.	Yorkshire	3	1	.	.
Wybergh, R.	Shoreswood, Ch. of Eng.	Durham	.	.	1	2
Wykes, J.	- - - -	- - -	3	2	.	.
Wylie, J.	Glasgow, New City Road, St. George's, F.C.S.	Lanarkshire	3	1	.	.
Wylie, R.	Trinity Gask, Par.	Auchterarder	3	3	.	.
Wynne, E.	- - - -	- - -	3	2	.	.
Wyver, W.	Warwick, St. Mary's, Ch. of Eng.	Warwick	.	.	1	3
Yates, E.	Hulme, St. Mark's, Ch. of Eng.	Manchester	.	.	1	1
Yeamon, N.	Northwich, Wes.	Chester	3	1	.	.
Yelland, J.	Harleston, Ch. of Eng.	Northampton	3	2	.	.
Yewdale, J. H.	York, St. George's, Wes. S.	York	.	.	1	2
Youden, W.	Bermondsey, Ch.Ch., Ch.of Eng.	Surrey	3	3	.	.
Young, G.	- - - -	- - -	3	3	.	.
Young, J.	Houghton-le-Spring, Ch.of Eng.	Fence Houses	3	1	.	.
Young, J. W.	(Student, Cheltenham)	- - -	.	.	1	3
Young, P.	- - - -	- - -	3	3	.	.
Young, R.	(Student, Highbury)	- - -	.	.	1	3
Young, W.	Ochiltree, F.C.S.	Ayr	3	1	.	.
Young, W.	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	1	1
Young, W. S.	Spitalfields, Wood Street, B.S.	London	.	.	1	3
Yuille, J.	- - - -	- - -	3	3	.	.

MISTRESSES OF SCHOOLS, AND STUDENTS IN TRAINING SCHOOLS.

MISTRESSES.

Abbott, E.	Hertford, Cowper Testimonial, Ch. of Eng.	Hertfordshire	3	2	.	.
Abbott, J.	(Student, Glasgow, F.C.Norm.)	- - -	.	.	1	3
Abbott, M.	Sheffield Central, Ch. of Eng.	Yorkshire	3	2	.	.
Abbotts, S. F.	West Bromwich, Golds Hill, Ch. of Eng.	Staffordshire	3	3	.	.
Abernethy, M.	Bristol, St. Mathews, Ch. of Eng.	Bristol	.	.	1	3
Adams, L. E.	Warblington and Emsworth, Ch. of Eng.	Havant	.	.	1	3
Adamson, A. W.	Juniper Green, Ch. of Scot.	Edinburgh	2	2	.	.
Adamson, E.	Derby, St. Michael's, Ch.of Eng.	Derby	3	2	.	.
Adamson, E.	York, Bishopgate, Ch. of Eng.	York	2	3	.	.
Adkin, D.	Watermoor, Holy Trinity, Ch. of Eng.	Cirencester	3	3	.	.
Agnew, A. H.	Ardrossan, School of Industry	Ayr	2	2	.	.
Ainslie, I.	St. Ives, Ch. of Eng.	Huntingdonshire	3	2	.	.
Ainsworth, J.	Tavistock, B. S.	Devonshire	3	2	.	.
Aitcheson, E.	- - - -	- - -	3	3	.	.

MISTRESSES

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Bagnall, M.	- - - -	- - -	3	1	.	.
Bain, B.	Path, Lady Heron Maxwell's, Ch. of Scot.	Kirkcudbright	.	.	1	2
						1
Bain, I.	- - - -	- - -	3	3	.	.
Baker, E.	Clapham, St. James', Ch. of of Eng.	Surrey - - -	.	.	1	2
Baker, M. A. M.	(Student, Bishop Stortford.)	- - -	.	.	1	3
Baker, S.	- - -	- - -	3	3	.	.
Balcolm, A. A.	- - - -	- - -	3	3	.	.
Balderstone, A.	(Student, Glasgow, F.C. Norm.)	- - -	.	.	1	3
Baldry, E.	St. Pancras, Ch. of Eng.	London - - -	2	2	.	.
Baldwin, E.	Devon and Exeter Central, Ch. of Eng.	Exeter - - -	2	1	.	.
Ball, D.	Freehay, St. Chad's, Ch. of Eng.	Cheadle - - -	3	3	.	.
Ball, E.	South Metropolitan Dist. S.	Ewell - - -	3	3	.	.
Ball, E.	Hackney Road, Weymouth Terrace, B. S.	London - - -	3	3	.	.
Balme, A.	Keighley, Ch. of Eng.	Yorkshire - -	2	3	.	.
Banks, M.	Baldwin's-pl., St. John's, Ch. of Eng.	London - - -	2	3	.	.
Baptie, M. A.	Hampstead (Infants), Ch. of Eng.	Middlesex - -	3	3	.	.
Barclay, J.	(Student, Glasgow, F.C. Norm.)	- - -	2	1	2	1
Barclay, M.	Dairy, Fem., Sch. of Industry	Ayr - - -	.	.	1	1
Bardsley, S. A.	Lytham, St. John's, Ch. of Eng.	Preston - - -	.	.	1	3
Barnacle, M. A.	Norwich, Model, Ch. of Eng.	Norfolk - - -	2	2	.	.
Barnes, A. M.	- - - -	- - -	3	2	.	.
Barnes, E.	Wargrave, Ch. of Eng.	Warrington - -	3	2	.	.
Barnicoat, S.	Pill, Benevolent, B. S.	Bristol - - -	3	2	.	.
Barrett, E.	- - - -	- - -	3	1	.	.
Barrett, H.	(Student, York and Ripon)	- - -	.	.	1	1
Barrett, M.	Doncaster, Ch. Ch., Ch. of Eng.	Yorkshire - -	2	1	2	1
Barrett, M. A.	Salisbury Training School, Ch. of Eng.	Wiltshire - -	1	3	.	.
Bartlett, C.	Send and Ripley, Ch. of Eng.	Surrey - - -	2	3	.	.
Bartlett, E. J.	- - - -	- - -	3	3	.	.
Bartley, M.	Birmingham, St. Nicholas', R.C.S.	Warwick - - -	.	.	1	2
Barton, A.	Coalbrookdale, Ch. of Eng.	Shropshire - -	3	3	.	.
Barton, E.	Macclesfield, Old Church, Ch. of Eng.	Cheshire - - -	3	1	.	.
Barton, E. C.	Rochester, Tg. S., (Hockerill)	Bishop's Stortford -	3	2	2	1
Barton, M.	Donnington Wood, Ch. of Eng.	Newport, Salop -	.	.	1	2
Bass, H.	Billericay, Ch. of Eng.	Essex - - -	.	.	1	2
Bassett, S. U.	- - - -	- - -	3	2	.	.
Bateman, J.	Thorne Faulcon, Manor, Ch. of Eng.	Taunton - - -	3	1	2	2
Bater, E.	Stoke-upon-Trent, Ch. of Eng.	Stafford - - -	.	.	1	3
Bates, E.	(Student, Borough Road)	- - -	.	.	1	1
Bathe, M.	Liverpool, Windsor, St. Clement's, Ch. of Eng.	Lancashire - -	3	2	.	.
Baxendale, I.	Ormskirk, United Charity, Ch. of Eng.	Lancashire - -	1	3	.	.
Baxter, A.	Bolton-le-Moors, Ch. Ch., Ch. of Eng.	Lancashire - -	3	3	.	.
Bayley, M.	Stepney, St. Thomas', Ch. of Eng.	Middlesex -	2	3	2	1
Bayliss, A.	(Student, York and Ripon)	- - -	.	.	1	3
Bazley, R.	Devizes, Girls and Infants, Ch. of Eng.	Wiltshire - - -	3	3	.	.
Beach, E.	- - - -	- - -	3	2	.	.
Beane, E.	Portsea Town, Ch. of Eng.	Hampshire - -	3	2	.	.
Beat, M. T.	- - - -	- - -	2	1	.	.
Beath, E.	Malew Castletown, Ch. of Eng.	Isle of Man - -	3	2	.	.
Beavan, P.	- - - -	- - -	3	3	.	.
Beckett, E. A.	Tranmere, Ch. of Eng.	Birkenhead - -	3	3	.	.
Bedford, A.	Leeds, St. Philip's, Ch. of Eng.	Leeds - - -	.	.	1	2
Bedford, M.	Stoke Newington, Ch. of Eng.	Middlesex - -	3	2	.	.
Begbie, E.	Southwark, St. George' the Martyr, Ch. of Eng.	London - - -	3	1	.	.
Belcher, J.	Derby, B. S.	Derby - - -	2	3	.	.
Bell, A. P.	Nottingham, St. Mary's, R.C.S.	Nottingham - -	.	.	1	2

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Braid, M.	Earlsferry, Infant and Industrial, F.C.S.	Fifeshire	2	3	.	.
Braim, M. J.	Batley, Wes.	Dewsbury	.	.	1	3
Braithwaite, S.	Pendleton, St. Thomas, Ch. of Eng.	Manchester	1	3	.	.
Branston, H. M.	Grappenhall, Ch. of Eng.	Warrington	3	1	.	.
Branston, M.A.	Grappenhall, Ch. of Eng.	Warrington	3	3	.	.
Brearley, A.	Liverpool, Toxteth, St. James, Ch. of Eng.	Lancashire	2	1	.	.
Brickell, S.	Gillingham, Ch. of Eng.	Wincanton	3	3	.	.
Bridie, I.	Glasgow, St. Matthew's, F.C.S.	Lanarkshire	2	2	.	.
Bright, A.	East Peckham, Ch. of Eng.	Surrey	2	3	.	.
Brightmore, M.	Sheffield, St. Paul's, Ch. of Eng.	York	2	2	.	.
Brighton, H. R.	Stapenhill, Ch. of Eng.	Burton-on-Trent	2	3	.	.
Brightwell, L. S.	South Lambeth, Upper St., Ch. of Eng.	Surrey	2	1	.	.
Bromley, A.	Birkenhead, St. John's, Ch. of Eng.	Cheshire	.	.	1	3
Brook, E. F.			3	3	.	.
Brook, H. B.	Battyeford, Ch. of Eng.	York	2	2	.	.
Brook, M.	Oulton, St. John's, Ch. of England	Wakefield	3	1	.	.
Brooker, M. E.	Northwood, Ch. of Eng.	Rickmansworth	3	3	.	.
Broomfield, H.	Waddesdon, Ch. of Eng.	Aylesbury	3	2	.	.
Broomhead, H.	Liverpool, Jordan Street, Wes.	Lancashire	2	3	.	.
Brough, E.	Reepham, St. Mary's, Ch. of Eng.	Norfolk	3	3	.	.
Broughton, M.	(Student, Cheltenham)		.	.	1	3
Brown, C.	(Student, Glasgow, F.C. Norm.)		.	.	1	3
Brown, C. A.	Streatham, Ch. of Eng.	Surrey	2	1	.	.
Brown, I. A.	Rochester, St. Nicholas', Ch. of Eng.	Kent	3	3	.	.
Brown, J.			3	1	.	.
Brown, M.	Aston, Ch. of Eng.	Rotherham	3	1	.	.
Brown, M.			2	3	.	.
Brown, M.	(Student, Warrington)		.	.	2	3
Brown, S.	Darlington, Trinity, Ch. of Eng.	Durham	3	1	.	.
Brown, S.	Islington, All Saints', Ch. of Eng.	London	2	2	2	1
Brown, S. A.	Douglas, St. Barnabas, Ch. of Eng.	Isle of Man	.	.	1	3
Brown, S. A.	Westminster, Wes. Practg.	Westminster	.	.	1	2
Brown, S. J.	Liverpool, St. Jude's, Ch. of Eng.	Liverpool	.	.	1	3
Browning, M. A.	Hull, St. John's, Ch. of Eng.	Hull	.	.	1	3
Brownlee, J.	Edge Hill, St. Mary's, Ch. of Eng.	Liverpool	3	1	.	.
Brunt, E.	Wednesbury, St. James, Ch. of Eng.	Wolverhampton	2	3	.	.
Bryan, C. M.	Liverpool, North Schools, Ch. of Eng.	Liverpool	2	2	.	.
Bryant, A.	Fleet Street, St, Dunstan's, Ch. of Eng.	London	1	3	.	.
Bryant, A.	Hambleton, Ch. of Eng.	Oakham	2	1	.	.
Bubb, H.	Rotherhithe, Trinity, Ch. of Eng.	Surrey	3	3	.	.
Buchanan, A.	Bridston, Ch. of Eng.	Ross	.	.	1	3
Buckle, J. K.	Birmingham, St. Mary's, Ch. of Eng.	Warwick	2	3	.	.
Buckley, E. M.	Lancaster, Girls and Infants, Ch. of Eng.	Lancaster	2	2	.	.
Buckley, J. F.			3	2	.	.
Buckwell, M. J.	Islington, All Saints, Ch. of Eng.	Middlesex	3	3	.	.
Bugg, E.	Pentonville, Hermes Street (Infant), Ch. of Eng.	London	3	1	.	.
Bulbeck, E.			3	3	.	.
Bull, E.	Mayfield (Girls), Ch. of Eng.	Blackburn	.	.	1	2
Bullard, F. M.	Canterbury, Model School, Ch. of Eng.	Kent	.	.	1	3
Bullen, C.	Birmingham, St. Nicholas, R.C.S.	Warwick	.	.	1	2
Bullen, E.	Spitalfields, Wood Street, B. S.	London	.	.	1	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Cawthra, M.	Almondbury, Central, Ch. of Eng.		.	.	1	2
Chadwick, A.	Wakefield, Trinity, Ch. of Eng.	Yorkshire	3	2	.	.
Chadwick, E.	Frodsham (Infants), Ch. of Eng.	Cheshire	3	2	.	.
Challis, S.	North Surrey Industrial	Annerley	2	2	.	.
Chalmers, A.	Alexandria, P.S.	Dumbartonshire	3	3	2	2
Chalmers, A.	Rochester, St. Nicholas, Ch. of Eng.	Kent	3	3	.	.
Chalmers, E. E.			3	2	.	.
Chambers, S.	Highgate, St. Michael's, Ch. of Eng.	London	2	3	.	.
Chandler, E.	Hanover District, Ch. of Eng. St. George's, Hanover Sq.	London	2	3	.	.
Chanter, M. M.	Sydenham, Wes.	Kent	.	.	1	2
Chapman, M. A.	Ipswich, District, Ch. of Eng.	Ipswich	2	2	.	.
Charles, E.	Llandovery, Ch. of Eng.	Caermarthenshire	3	1	.	.
Cheadle, E. P.	Paddington, St. Mary's, Ch. of Eng.	London	2	3	.	.
Chell, S.	(Student, Home and Colonial)		.	.	1	2
Chessar, J. A.	Home and Colonial, Model, Ch. of Eng.	London	1	3	.	.
Chesselle, E.			3	3	.	.
Chettleburgh, H.	Bergh Apton, Ch. of Eng.	Norwich	2	2	.	.
Chick, M.E.	Weymouth, Trinity, Ch. of Eng.	Dorset	1	3	.	.
Child, E.			3	2	.	.
Child, M.	Pulloxhill, Ch. of Eng.	Silsoe	.	.	1	2
Chilvens, M. E.	(Student, Warrington)		.	.	1	2
Chippendale, A.	Rushen, Ch. of Eng.	Isle of Man	.	.	2	2
Chisholm, A.	(Student, Edinburgh, G.A., Norm.)		.	.	1	2
Christian, S.	Bridgewater, Northgate, Ch. of Eng.	Somersetshire	.	.	1	3
Christie, M. A.	Montrose, St. John's, F.C.S.	Forfarshire	3	1	.	.
Church, H. M.	Walworth, St. Peter's, Ch. of Eng.	Surrey	3	1	.	.
Clague, M.			2	3	.	.
Clark, A. L.	(Bishop Stortford, Practising	Rochester	.	.	1	1
Clark, D.	Ringwood, Ch. of Eng.	Hampshire	3	3	.	.
Clark, E.	Walthamstow, Ch. of Eng.	Essex	3	1	.	.
Clark, J. A.	Coalbrookdale Company's, Dawley, Poole Hill S.	Shiffnall	.	.	1	1
Clark, M. A.	Whitham, Ch. of Eng.	Essex	2	3	2	1
Clarke, A. E.	Huntingdon, Infant, Ch. of Eng.	Huntingdon	3	3	2	1
Clarke, E. C.	Buriton, Ch. of Eng.	Petersfield	3	3	.	.
Clarke, J.			3	1	.	.
Clarke, J.	Blairgowrie, F. C. S.	Perth	3	2	.	.
Clarke, M.	Lockerbie, F.C. Industrial	Dumfries-shire	3	1	.	.
Clarke, M.			2	1	.	.
Clarke, M. M.			3	1	.	.
Clay, E.			2	2	.	.
Clayton, J.	Wharton, Ch. of Eng.	Northwich	2	1	.	.
Cleaver, L.	Oakham, Ch. of Eng.	Rutland	3	3	.	.
Clegg, A.	Everton, Ch. Ch., Ch. of Eng.	Lancashire	3	1	.	.
Clegg, C. C.	Manchester, Cathedral School	Lancashire	2	1	.	.
Clemens, E. M.			3	2	.	.
Clements, E.	Pimlico, St. Barnabas, Ch. of Eng.	London	.	.	1	2
Clemons, M. A.	Tiverton, Ch. of Eng.	Devonshire	3	3	.	.
Clouter, E.	Hanover Square, St. Georges' United Day Ch. of Eng. S.	London	.	.	1	2
Clubb, M.	Preston, Ch. of Eng.	Weymouth	3	2	.	.
Cochrane, M. A.			2	2	.	.
Coffey, C.	Litherland, R. C. S.	Liverpool	3	1	.	.
Coldham, A. M.	Brafield on the Green, Infant, Ch. of Eng.	Northampton	3	3	2	1
Cole, A. C.	Plymouth, Charles, Ch. of Eng.	Devonshire	3	3	.	.
Cole, E. A.	(Student, Cheltenham)		.	.	1	3
Cole, M. A.	Whitechapel, St. Mark's, Ch. of Eng.	London	3	1	.	.
Cole, M. C.			3	2	.	.
Coleman, A.			2	2	.	.
Coleman, E.	Rochester, St. Margaret's, Ch. of Eng.	Kent	2	1	2	1

MISTRESS

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Cumming, M. A.	Caermarthen, Lancasterian	Caermarthenshire	3	1	.	.
Cundick, M. A.	Southwark, St. Jude's, Ch of Eng.	Surrey	3	3	.	.
Currie, M.	(Student, Edinburgh, F. C. Norm.)		.	.	1	2
Curtis, E.			1	3	.	.
Cutbush, C.	Upton-cum-Chalvey, Ch. of Eng	Buckinghamshire	1	3	.	.
Daffen, E. M.	Gloucester, Bristol, and Oxford Diocesan Practising	Bristol	2	1	.	.
Daffen, S.	Ibstone, Ch. of Eng.	Oxford	3	1	.	.
Dakin, M.	Manchester, Red Bank, St. Thomas', Ch. of Eng.	Lancashire	2	2	.	.
Dalby, E. M.	Newbury, Wes.	Berkshire	3	1	.	.
Dale, E. G.	St. Pancras, Trinity, Ch. of Eng.	London	3	3	.	.
Dale, P.	Witton, Ch. of Eng.	Northwich	3	2	.	.
Dale, S.	Weymouth, Ch. of Eng.	Dorsetshire	3	1	.	.
Damerell, E.	(Student, Borough Road)		2	2	.	.
Darke, H.	Heywood, St. Luke's, Ch. of Eng.	Lancashire	2	2	.	.
Dart, E.	Ilfracombe, Ch. of Eng.	Devonshire	3	1	.	.
Darwent, E.	Bristol, St. Michael's, Ch. of Eng.	Gloucester	3	3	.	.
Darwent, R.	Owlerton, Ch. of Eng.	York	.	.	1	2
Daveney, F.	Charlton Kings, Ch. of Eng.	Cheltenham	2	3	.	.
Davidson, A. E.			3	1	.	.
Davidson, I.	(Student, Home and Colonial)		3	1	.	.
Davidson, J.	Bishopbridge, Ch. of Scot.	Lanark	2	1	.	.
Davies, E.	Acton, Wes. Day School	Middlesex	3	3	.	.
Davies, E.	Aberdare, Town, Ch. of Eng.	Merthyr Tydvil	3	1	2	2
Davies, E. C.			2	3	.	.
Davies, E. P.	Melton Mowbray, Infant, Ch. of Eng.	Leicester	3	3	.	.
Davies, F.	Cheltenham, Trin., Ch. of Eng.	Cheltenham	.	.	1	2
Davies, J.			2	3	.	.
Davies, K.			3	1	.	.
Davies, M.	Ellesmere, Ch. of Eng.	Shropshire	3	1	.	.
Davies, M.	Leeds, St. James', Ch. of Eng.	York	1	3	.	.
Davies, M. H.	Chatham, Ch. of Eng.		2	2	.	.
Davies, M. J.	Kensington, Central, Ch. of Eng.	London	3	2	.	.
Davis, A.	Bollington, Wes.	Macclesfield	.	.	1	3
Davis, E.	Salford, Great George Street, Ch. of Eng.	Manchester	2	2	.	.
Davis, E.	Camberwell, Green Coat, Ch. of Eng.	Surrey	3	1	.	.
Davis, M. A.	Mylor Bridge School, Ch. of Eng.	Cornwall	3	1	.	.
Davison, M.	Langbourgh, West Parish, Ch. of Eng.	Stokesley	3	3	.	.
Davy, C.	Beech Hill, Ch. of Eng.	Reading	3	3	.	.
Davy, M. A.	Thornham, Ch. of Eng.	Lynn	3	2	.	.
Dawe, M. A.	Heanor, Ch. of Eng.	Belper	3	1	2	1
Dawson, A.			3	2	.	.
Dawson, E.	Town Yetholm, Ch. of Eng.	Roxburghshire	2	3	.	.
Dawson, H.	Islington, St. Peter's, Ch. of Eng	Middlesex	3	3	.	.
Dawson, J. A.	Liverpool, St. Barnabas, Infant, Ch. of Eng.		.	.	1	2
Day, E.	West Ashton, Ch. of Eng.	Trowbridge	3	2	.	.
Daymond, L. H.			1	2	.	.
Deacon, A.			3	3	.	.
Dear, S. A.	Bradford, Manchester Road, Factory, B.S.	Yorkshire	2	2	.	.
Dearing, J. M.	(Student, Borough Road.)		.	.	1	1
Denham, C. M.			3	3	.	.
Derrick, C.	(Student, Home and Colonial)		2	1	.	.
Dowhurst, B. A.	Manchester, Red Bank, St. Thomas', Ch. of Eng.	Lancashire	3	3	.	.
Dewy, A.	Bacup, St. John's, Ch. of Eng.	Rochdale	2	2	.	.
Dicke, M. A.	Newbattle, Colliery S.	Edinburgh	2	3	.	.
Dickinson, I.	Irwell, Ch. of Eng.	Bury	3	1	2	2
Dickson, E.	(Student, Edinburgh, F. C. Normal.)		2	1	.	.
Dickson, E.	(Student, Glasgow, F.C. Norm.)		1	3	.	.
Dickson, M.	(Student, Edinburgh, F. C. Normal.)		.	.	1	1

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Coleman, M.	Great Yarmouth, St. Nicholas', Ch. of Eng.	Norfolk	3	3	.	.
Collens, C.	Bolton-le-Moors, Bridge St., Wes.	Lancashire	.	.	1	3
Collins, I.	-	-	3	1	.	.
Colls, P.	(Student, Norwich)	-	3	1	2	1
Comrie, M.	Peterhead, F. C. S.	Aberdeen	2	3	.	.
Constable, J.	York, Walmgate, St. Margaret's, Ch. of Eng.	York	.	.	1	1
Conway, H.	-	-	2	1	.	.
Cook, M.	(Student, Salisbury)	-	.	.	1	.
Cook, M. B.	Bradford, Parochial	Wiltshire	3	2	.	.
Cook, S.	Tor, Ch. of Eng.	Torquay	.	.	1	2
Cooke, F.	-	-	3	3	.	.
Cooke, M. B.	Hawkesbury, Mixed, Ch. of Eng. S.	Chippenham	.	.	2	3
Coombs, E. S.	Holloway, St. James', Ch. of Eng.	London	3	1	2	1
Coomes, S.	-	-	2	2	.	.
Cooper, A.	Woodbury, Broadmead's Endowed, Ch. of Eng.	Topsham	.	.	1	2
Cooper, A.	Preston, All Saints, Ch. of Eng.	Lancashire	.	.	2	1
Cooper, C.	Camberwell, Ch. Ch., Ch. of Eng.	Middlesex	2	2	.	.
Cooper, E. G.	City Road, St. Matthew's, Ch. of Eng.	London	.	.	1	2
Cooper, E. L.	St. Pancras (Infant), Ch. of Eng.	Middlesex	3	2	.	.
Cooper, H.	Skirbeck, Ch. of Eng.	Lincolnshire	.	.	1	2
Cooper, M.	-	-	1	3	.	.
Cooper, S. E.	Epsom, Ch. of Eng.	Surrey	.	.	1	2
Corbet, M. S.	Auchtermuchty, Madras S.	Fifeshire	.	.	1	2
Cornwell, E.	Bishop Stortford, Training S.	Bishop's Stortford	.	.	2	1
Cother, S. F.	Stowe, Endowed S.	Lichfield	3	2	.	.
Cotterill, M.	Wednesbury, St. John's, Ch. of Eng.	Staffordshire	3	3	.	.
Cottom, M. F.	Harrow, Ch. of Eng.	Middlesex	3	3	.	.
Coughlan, B.	Wolverhampton, St. Patrick's, R. C. S.	Staffordshire	3	1	.	.
Couper, H.	(Student, Edinburgh), F. C. Normal.	-	.	.	1	2
Cousin, C.	Edinburgh, West Port, Territorial S.	Edinburgh	.	.	1	3
Coveney, J.	(Student, Cheltenham)	-	.	.	1	2
Cowans, M.	Brownfield, Female School of Industry, Ch. of Scot.	Glasgow	2	1	.	.
Cowie, I.	(Student, Glasgow), F.C. Norm.	-	.	.	1	3
Cowie, B.	-	-	3	3	.	.
Cox, E.	Powick, Ch. of Eng.	Worcester	2	1	.	.
Cox, E.	Southborne and Seaside, Ch. of Eng.	Sussex	.	.	1	2
Cox, H.	Burton-on-Trent, Infant, Ch. of Eng.	Stafford	3	3	.	.
Cox, H. E.	Stepney, All Saints', Ch. of Eng.	London	3	2	.	.
Cox, J.	Crewkerne, Ch. of Eng.	Somersetshire	3	3	.	.
Cox, M.	Wolverhampton, St. Peter's, Ch. of Eng.	Staffordshire	3	3	.	.
Cox, M. A.	(Student, Home and Colonial)	-	.	.	1	2
Cox, M. J.	St. Pancras, Ch. Ch., Ch. of Eng.	Middlesex	2	1	.	.
Crabtree, A.	-	-	2	1	.	.
Craig, M.	-	-	2	1	.	.
Crampton, M.	Liverpool, St. Bride's, Ch. of Eng.	Lancashire	2	3	.	.
Crane, S.	Gravesend and Milton Free School, Ch. of Eng.	Kent	3	1	.	.
Crone, G.	Student, Edinburgh, G. A., Norm.)	-	.	.	1	2
Crossley, E.	Farnworth, Ch. of Eng.	Warrington	3	1	2	1
Crossman, A.	Maesteg Iron Works, B. S.	Glamorganshire	.	.	1	2
Crowther, H.	Balby, Ch. of Eng.	Doncaster	2	2	.	.
Cruttenden, C.	-	-	2	1	.	.
Cuckow, F. E.	Boston, West Church, Ch. of Eng.	Lincolnshire	2	2	.	.
Cuckow, M. A.	-	-	1	1	.	.

MISTRESS

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Cumming, M. A.	Caermarthen, Lancasterian	Caermarthenshire	3	1	.	.
Cundick, M. A.	Southwark, St. Jude's, Ch of Eng.	Surrey	3	3	.	.
Currie, M.	(Student, Edinburgh, F. C. Norm.)		.	.	1	2
Curtis, E.			1	3	.	.
Cutbush, C.	Upton-cum-Chalvey, Ch. of Eng	Buckinghamshire	1	3	.	.
Daffen, E. M.	Gloucester, Bristol, and Oxford Diocesan Practising	Bristol	2	1	.	.
Daffen, S.	Ibstone, Ch. of Eng.	Oxford	3	1	.	.
Dakin, M.	Manchester, Red Bank, St. Thomas', Ch. of Eng.	Lancashire	2	2	.	.
Dalby, E. M.	Newbury, Wes.	Berkshire	3	1	.	.
Dale, E. G.	St. Pancras, Trinity, Ch. of Eng.	London	3	3	.	.
Dale, P.	Witton, Ch. of Eng.	Northwich	3	2	.	.
Dale, S.	Weymouth, Ch. of Eng.	Dorsetshire	3	1	.	.
Damerell, E.	(Student, Borough Road)		2	2	.	.
Darke, H.	Heywood, St. Luke's, Ch. of Eng.	Lancashire	2	2	.	.
Dart, E.	Ilfracombe, Ch. of Eng.	Devonshire	3	1	.	.
Darwent, E.	Bristol, St. Michael's, Ch. of Eng.	Gloucester	3	3	.	.
Darwent, R.	Owlerton, Ch. of Eng.	York	.	.	1	2
Davency, F.	Charlton Kings, Ch. of Eng.	Cheltenham	2	3	.	.
Davidson, A. E.			3	1	.	.
Davidson, I.	(Student, Home and Colonial)		3	1	.	.
Davidson, J.	Bishopbridge, Ch. of Scot.	Lanark	2	1	.	.
Davies, E.	Acton, Wes. Day School	Middlesex	3	3	.	.
Davies, E.	Aberdare, Town, Ch. of Eng.	Merthyr Tydvil	3	1	2	2
Davies, E. C.			2	3	.	.
Davies, E. P.	Melton Mowbray, Infant, Ch. of Eng.	Leicester	3	3	.	.
Davies, F.	Cheltenham, Trin., Ch. of Eng.	Cheltenham	.	.	1	2
Davies, J.			2	3	.	.
Davies, K.			3	1	.	.
Davies, M.	Ellesmere, Ch. of Eng.	Shropshire	3	1	.	.
Davies, M.	Leeds, St. James', Ch. of Eng.	York	1	3	.	.
Davies, M. H.	Chatham, Ch. of Eng.		2	2	.	.
Davies, M. J.	Kensington, Central, Ch. of Eng.	London	3	2	.	.
Davis, A.	Bollington, Wes.	Macclesfield	.	.	1	3
Davis, E.	Salford, Great George Street, Ch. of Eng.	Manchester	2	2	.	.
Davis, E.	Camberwell, Green Coat, Ch. of Eng.	Surrey	3	1	.	.
Davis, M. A.	Mylor Bridge School, Ch. of Eng.	Cornwall	3	1	.	.
Davison, M.	Langbourgh, West Parish, Ch. of Eng.	Stokesley	3	3	.	.
Davy, C.	Beech Hill, Ch. of Eng.	Reading	3	3	.	.
Davy, M. A.	Thornham, Ch. of Eng.	Lynn	3	2	.	.
Dawe, M. A.	Heanor, Ch. of Eng.	Belper	3	1	2	1
Dawson, A.			3	2	.	.
Dawson, E.	Town Yetholm, Ch. of Eng.	Roxburghshire	2	3	.	.
Dawson, H.	Islington, St. Peter's, Ch. of Eng	Middlesex	3	3	.	.
Dawson, J. A.	Liverpool, St. Barnabas, Infant, Ch. of Eng.		.	.	1	2
Day, E.	West Ashton, Ch. of Eng.	Trowbridge	3	2	.	.
Daymond, L. H.			1	2	.	.
Deacon, A.			3	3	.	.
Dear, S. A.	Bradford, Manchester Road, Factory, B.S.	Yorkshire	2	2	.	.
Dearing, J. M.	(Student, Borough Road.)		.	.	1	1
Denham, C. M.			3	3	.	.
Derrick, C.	(Student, Home and Colonial)		2	1	.	.
Dewhurst, B. A.	Manchester, Red Bank, St. Thomas', Ch. of Eng.	Lancashire	3	3	.	.
Dewy, A.	Bacup, St. John's, Ch. of Eng.	Rochdale	2	2	.	.
Dicke, M. A.	Newbattle, Colliery S.	Edinburgh	2	3	.	.
Dickinson, I.	Irwell, Ch. of Eng.	Bury	3	1	2	2
Dickson, E.	(Student, Edinburgh, F. C. Normal.)		2	1	.	.
Dickson, E.	(Student, Glasgow, F.C.Norm.)		1	3	.	.
Dickson, M.	(Student, Edinburgh, F. C. Normal.)		.	.	1	1

MISTRESSES

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Elphick, E.	Tiverton, Bampton (Infants), B.S.	Devonshire	2	3	.	.
Emberson, C.	Colchester, Magdalene Street Branch, Ch. of Eng.	Essex	3	3	2	2
Emery, C.	-	-	2	2	.	.
English, A.	Camberwell, Ch. Ch., Ch. of Eng.	Surrey	2	3	.	.
Enright, E.	St. Asaph, R. C. S.	Flintshire	3	3	.	.
Erskine, B.	Newcastle-on-Tyne, St. John's, Ch. of Eng.	Northumberland	3	1	.	.
Erskine, H.	Broadstairs, Ch. of Eng.	Ramsgate	3	2	.	.
Erskine, M. A.	Edinburgh, Holy Rood, F. C. S.	Edinburgh	2	2	.	.
Eudey, C.	St. Breage, Ch. of Eng.	Helstone	.	.	1	3
Evans, A.	Oakmoor, Ch. of Eng.	Cheadle	2	2	.	.
Evans, E.	Ilkeston, Ch. of Eng.	Nottingham	.	.	1	2
Evans, E.	-	-	3	3	.	.
Evans, S. D.	Soham, Ch. of Eng.	Mildenhall	3	3	.	.
Everett, A.	(Student, Norwich)	-	2	3	2	1
Evetts, E.	Lichfield, St. Mary's, Ch. of Eng.	Staffordshire	3	3	.	.
Ewart, M.	Kingswood, Wes. (Infants)	Bristol	2	3	.	.
Ewbank, M.	Elland, Ch. of Eng.	Yorkshire	2	2	.	.
Ewer, C.	York, Model School, Ch. of Eng.	York	2	3	.	.
Exon, S.	Hookey, Ch. of Eng.	Wells	3	3	.	.
Eyles, C. J.	Wartling, Ch. of Eng.	Hurst Green	.	.	1	2
Facey, E.	Fairford, Endowed, Ch. of Eng.	Gloucestershire	3	1	.	.
Fairhurst, A.	Lathom, St. James', Ch. of Eng.	Ormskirk	.	.	2	3
Fairweather, M. A.	Drumlithie, St. John's, Epis.	Kincardine	3	3	.	.
Fallding, H.	Cheltenham, Bath Road, Ch. of Eng.	Gloucestershire	3	3	.	.
Fargie, M.	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	1
Farley, E. A.	West Bromwich, All Saints, Ch. of Eng.	Staffordshire	.	.	1	3
Farmer, A.	Maesteg Llynvi, Iron Works, B. S.	Bridgend	.	.	1	2
Farmer, E.	Colchester, Central, Ch. of Eng.	Essex	2	3	.	.
Farncombe, S.	Brighton, St. John's, Ch. of Eng.	Sussex	2	2	.	.
Farquharson, E.	-	-	2	3	.	.
Farr, J.	Liverpool, St. Luke's, Ch. of Eng.	Lancashire	2	2	.	.
Farrell, C.	Towneley, R. C. S.	Burnley	3	1	.	.
Fatt, S. A.	-	-	2	2	.	.
Faulden, A. D.	(Student, Home and Colonial)	-	.	.	1	2
Faulkner, H.	Great Tew, Endowed, Ch. of Eng.	Oxfordshire	3	3	.	.
Fawcett, M.	Ironville (Infant), Ch. of Eng.	Alfreton	3	1	.	.
Fea, E.	Gargrave, Ch. of Eng.	Skipton	1	3	.	.
Fenn, E.	Dudley, St. Thomas, Ch. of Eng.	Dudley	3	3	.	.
Fenton, E.	Dundee, St. Peter's, F. C. S.	Forfarshire	2	3		
Ferguson, M.	-	-	3	3	.	.
Fermor, H. A.	Camden Town (Infants), Ch. of Eng.	Middlesex	3	3	.	.
Ferraby, E.	Marston Moretaine, Ch. of England.	Ampthill	3	2	.	.
Ferrier, J.	-	-	3	3	.	.
Ferrier, M.	Ipswich, Trinity, Ch. of Eng.	Ipswich	.	.	1	3
Fiander, E. J.	-	-	3	3	.	.
Fielden, Z. M.	Wentworth, Ch. of Eng.	Rotherham	3	1	2	1
Fifield, A.	Hans Town, School of Industry, Ch. of Eng.	Chelsea	3	3	.	.
Fifield, A.	(Student, Salisbury)	-	3	2	.	.
Fifield, M. A. W.	(Student, Borough Road)	-	3	3	.	.
Fillmore, F.	Malvern Link, Day, B. S.	Worcestershire	.	.	1	3
Finey, H	(Student, Borough Road)	-	.	.	1	2
Finley, F. E.	Stratford, St. John's, Ch. of Eng.	Stratford	3	2	.	.
Fish, H.	-	-	3	2	.	.
Fisher, C.	-	-	3	3	.	.
Fisher, E.	Portman Square, Ch. of Eng.	Middlesex	3	3	.	.
Fisher, H. J.	-	-	3	2	.	.
Fisher, S.	Cheltenham, Practising	Cheltenham	.	.	1	1

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Fitzgibbon, M.	Melksham, Ch. of Eng.	Wiltshire	3	2	.	.
Flather, S.	(Left England)	- - -	3	3	.	.
Fleming, I. W.	Leith, St. James', Epis. S.	Edinburgh	.	.	1	3
Fleming, M.	Winsford, Ch. of Eng.	Cheshire	3	3	.	.
Fletcher, J.	Broken Cross, St. Thomas, Ch. of Eng.	Cheshire	.	.	1	3
Fletcher, R.	Derby, St. Alkmund's, Ch. of Eng.	Derby	3	3	.	.
Flick, A.	Ipswich, St. Margaret's, Ch. of Eng.	Suffolk	2	3	.	.
Foden, A. M.	Pershore, Ch. of Eng.	Worcestershire	3	2	.	.
Folkes, J.	- - - -	- - -	3	3	.	.
Folkes, M. E.	Lockwood, Ch. of Eng.	Huddersfield	3	2	.	.
Forbes, E.	Greenwich, East Branch, (Girls), Ch. of Eng.	Kent	2	1	.	.
Forbes, E. J.	Falkirk, F. C. S.	Stirlingshire	3	2	.	.
Forbes, M.	Dunnichen, F. C. S.	Forfar	.	.	1	1
Ford, A.	Farringdon, Ch. of Eng.	Hampshire	.	.	1	2
Ford, A. T.	Burton-on-Trent, Ch. Ch., Ch. of Eng.	Stafford	3	2	.	.
Ford, L. H.	- - - -	- - -	2	1	.	.
Ford, M.	Salisbury, Model, Ch. of Eng.	Wiltshire	2	2	.	.
Forrester, I. C.	Old Rayne, Female, Ch. of Scot.	Aberdeen	2	1	.	.
Forrester, J. H.	Edinburgh, Old Assembly Close, Heriot's Hospital, Infant.	Edinburgh	3	3	.	.
Forster, M.	Newick, Ch. of Eng.	Driffield	3	1	.	.
Foster, E.	Romsey, Ch. of Eng.	Hampshire	.	.	1	1
Foster, E.	Brenchley, Girls, Ch. of Eng.	Cranbrook	3	3	.	.
Fothergill, E.	- - - -	- - -	3	2	.	.
Fowler, E.	- - - -	- - -	3	2	.	.
Fowler, E.	Speen, Par. S.	Newbury	3	3	.	.
Fox, A.	- - - -	- - -	3	3	.	.
Fox, J.	Kidsgrove, Ch. of Eng.	Stafford	3	1	2	2
Fox, S.	Allestree, Ch. of Eng.	Derby	3	1	.	2
Fox, S.	(Students, Whitelands)	- - -	.	.	1	2
Fraiser, E.	(Student, York and Ripon)	- - -	3	1	.	2
Frame, J.	Wolverhampton, St. George's, Ch. of Eng.	Wolverhampton	2	3	2	1
Fraser, A. M.	Eyemouth, Infant, and Industrial, Ch. of Scot.	Berwickshire	3	2	.	.
Fraser, C.	Gartsherrie, St. Mary's, Ch. of Scot.	Coatbridge	2	2	.	.
Fraser, J.	Helensburgh, Epis.	Dumbarton	2	2	.	.
Fraser, M. G.	Coventry, Holy Trinity, Ch. of Eng.	Warwickshire	3	2	.	.
Fraser, M.	Manchester, Ancoats, Chalmer's, Presbyterian S.	Manchester	2	1	.	.
Freeman, E.	- - - -	- - -	3	2	.	.
Friar, S.	Preston, St. James', Ch. of England.	Lancaster	3	1	.	.
Fricker, E.	South Newton, Ch. of Eng.	Salisbury	3	3	.	.
Frith, H. H.	- - - -	- - -	3	2	.	.
Frost, S.	Bristol and Gloucester, and Oxford, Training S.	Bristol	1	3	.	.
Fry, E. E.	Liverpool, St. Saviour's, Ch. of Eng.	Lancaster	3	2	.	.
Fry, F.	Chalford, Ch. of Eng.	Stroud	.	.	1	2
Fry, T.	- - - -	- - -	.	.	1	2
Fuller, A. E.	Rusthall, Ch. of Eng.	Tonbridge	2	1	.	.
Funnell, E.	- - - -	- - -	3	1	.	.
Furness, S.	Llangennech, Ch. of Eng.	Llanelly	3	3	.	.
Gadd, M.	- - - -	- - -	2	3	.	.
Gaisford, E.	Cheltenham, Trin. Ch. of Eng.	Gloucester	3	.	1	2
Galbraith, I. S.	(Student, Glasgow, F. C. Normal.)	- - -	-	1	.	.
Gale, G.	Louth, B. S.	Lincoln	.	.	1	2
Galpin, A. E.	Whitby, Wes. Infant	Whitby	.	.	1	2
Galton, E.	Limehouse, St. John's, Ch. of Eng.	London	.	.	1	2
Gamble, S.	Hampton Wick, Ch. of Eng.	Middlesex	3	3	.	.
Gardiner, J.	Best Beech Hill, District, Ch. of Eng.	Hurst Green	3	2	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Gardiner, M. L.	(Student, Edinburgh, G. A., Normal.)	- - -	.	.	1	2
Gardner, A.	Kirkstall, Mixed, Infant.	Leeds	.	.	1	3
Gardner, J.	(Student, Glasgow, F. C. Normal.)	- - -	.	.	1	2
Gardner, J. B.	Glasgow, Wynd, F. C. S.	Lanarkshire	2	1	.	.
Gardner, L.	Wallasey, Ch. of Eng.	Birkenhead	3	2	.	.
Gardner, M. J.	Newport, Ch. of Eng.	Isle of Wight	3	3	.	.
Gaston, R.	Tarporley, Ch of Eng.	Cheshire	.	.	1	3
Gaynor, M.	York, St. Mary's, R. C. S.	York	3	2	.	.
Gell, E.	Frodsham, Ch. of Eng.	Cheshire	2	2	.	.
Gent, A.	- - -	- - -	3	2	.	.
Gibbs, H. A.	Great Berkhampstead, Ch. of Eng.	Hertfordshire	.	.	1	3
Gibson, E.	Durham, Blue Coat, Ch. of Eng.	Durham	.	.	1	3
Gibson, M.	Plumstead, Burrage Road, B.S.	Kent	3	3	.	.
Gifford, M. A.	Birmingham, St. Mary's, Ch. of Eng.	Warwick	3	1	.	.
Gilchrist, M.	(Student, Warrington)	- - -	.	.	1	3
Gillespie, M.	Great Rybergh, Ch. of Eng.	Fakenham	3	3	.	.
Gillespie, M. S.	Devonport, Royal Naval and Free Ch. of Eng.	Devonshire	3	1	.	.
Gillott, M. A.	Whitelands, Training, Ch. of Eng.	Middlesex	1	3	.	.
Ginn, M.	Royston, Ch. of Eng.	Hertfordshire	.	.	2	2
Glaister, M. A.	Hindley, Ch. of Eng.	Wigan	.	.	1	2
Glass, M.	- - -	- - -	3	1	.	.
Glendenning, D. A.	Seaton Carew, Ch. of Eng.	Stockton-on-Tees	3	1	.	.
Glendinning, M.	- - -	- - -	3	2	.	.
Glover, C.	Heanor, Ch. of Eng.	Belper	3	2	2	2
Glover, E.	Westminster, St. Martin's-in-the-Fields, Ch. of Eng.	London	2	3	.	.
Goddard, M.	- - -	- - -	2	3	.	.
Goddard, S. E.	(Student, Salisbury)	- - -	.	.	1	3
Goff, M.	Ipswich, St. Margaret's, Ch. of Eng.	Ipswich	.	.	1	2
Goldthorpe, S.	Bradford, Ch. Ch., Ch. of Eng.	Yorkshire	2	3	.	.
Goodall, J.	(Student, Glasgow, F. C. Normal.)	- - -	.	.	1	3
Goodchild, E. J.	Fareham, Ch. of Eng.	Hampshire	3	1	.	.
Goodfellow, S.	Westminster, Wes. Practising	Middlesex	3	3	.	.
Gooding, S.	Benhall, Ch. of Eng.	Saxmundham	3	2	.	.
Goodman, M.	- - -	- - -	3	3	.	.
Goostry, M.	Cheadle, Ch. of Eng.	Staffordshire	3	2	2	2
Gore, H. S.	Hastings, St. Mary's, Ch. of Eng.	Sussex	3	2	.	.
Gordon, A.	Walkden Moor, Ch. of Eng.	Manchester	2	1	.	.
Gordon, M.	Larbert, F. C. S.	Stirling	.	.	1	3
Gould, A.	Erdington, R. C. S.	Birmingham	.	.	1	2
Gould, T.	- - -	- - -	3	3	.	.
Gover, A. M.	Limehouse, Wes.	Middlesex	3	1	.	.
Gowans, J. N.	Birmingham, St. Lukes', Macdonald Street, Ch. of Eng.	Warwick	3	3	.	.
Grady, M.	Wigton, R. C. S.	Cumberland	3	3	.	.
Graham, E.	Huddersfield, St. Paul's, Ch. of Eng.	Yorkshire	3	2	.	.
Graham, J.	Househill, Endowed, Ch. of Scot.	Renfrew	1	3	.	.
Grant, M.	Meadowbank, Female Industrial.	Edinburgh	3	2	.	.
Gray, E.	Cambridge, B. S.	Cambridge	3	3	.	.
Gray, L. M.	Bethnal Green, Gascoigne Place, B. S.	London	.	.	1	2
Gray, M. A.	Freshford, Ch. of Eng.	Bath	2	3	2	2
Gray, S. E.	- - -	- - -	2	3	.	.
Green, A. S.	Halstead B. S.	Essex	3	2	.	.
Green, E.	Warnham, Ch. of Eng.	Horsham	3	1	.	.
Green, E.	- - -	- - -	3	3	.	.
Green, E. J.	Douglas, St. Barnabas, Ch. of Eng.	Isle of Man	3	3	.	.
Green, F.	Walton-on-the-Hill, Ch. of Eng.	Lancashire	3	2	.	.
Green, I.	Chittoe, Ch. of Eng.	Devizes	3	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.		Mistresses
			Class.	Division.	Year.	Class.	
Harper, A.	Selby, Grey Coat School, Ch. of Eng.	Yorkshire	3	3	.	.	
Harrap, M.	Rotherhithe, Deptford Road, Dockhead, Ch. of Eng.	Surrey	3	3	.	.	
Harris, A.	(Student, Whitelands)	.	.	.	1	3	
Harris, E. F.	.	.	3	3	.	.	
Harris, M.	Runcorn, Holy Trinity, Ch. of Eng.	Cheshire	3	1	.	.	
Harrison, A.	Shenley, Ch. of Eng.	Barnet	3	2	2	2	
Harrison, J.	Astbury, Ch. of Eng.	Chester	3	3	.	.	
Harrison, J. P.	(Student, Norwich)	.	.	.	1	1	
Hart, J.	Jersey, Ch. of Eng.	Jersey	.	.	1	3	
Hartley, G. H.	Leeds, St. Andrew's Ch. of Eng.	Yorkshire	.	.	1	3	
Hartnell, A.	Newington, Trinity, Ch. of Eng.	Surrey	3	1	.	.	
Hartnup, E.	Islington, St. Michael's, Ch. of of Eng.	London	3	2	.	.	
Hartwell, M. E.	Wraxall, Ch. of Eng.	Somersetshire	3	3	.	.	
Harty, C.	.	.	3	2	.	.	
Harvey, C.	Coventry, St. Michael's, Ch. of Eng.	Warwickshire	2	3	.	.	
Harvey, C.	Newcastle-on-Tyne, St. Andrews, R. C. S.	Northumberland	.	.	1	2	
Hastie, S. R.	Sheffield, Park, Wes.	Sheffield	3	3	.	.	
Hatcher, S.	Bradford, Peverell, Ch. of Eng.	Dorchester	3	3	.	.	
Hawkins, A. A.	Shelton, Granville S.	Staffordshire	2	2	.	.	
Hawkins, H.	Margate, St. John's, Ch. of Eng.	Kent	3	3	.	.	
Haworth, M.	Exeter, Mint Lane, Wes.	Devonshire	2	2	.	.	
Hay, A.	Edinburgh, Northern District, F. C. S.	Edinburgh	2	2	.	.	
Haydock, A.	Rotherham, Ch. of Eng.	Yorkshire	3	3	.	.	
Hayes, E.	.	.	3	3	.	.	
Hayes, E.	St. Helen's, Wes.	Lancashire	.	.	1	2	
Haynes, M. M.	Lenton, Ch. of Eng.	Nottinghamshire	3	1	.	.	
Haynes, R. E.	Aylesford, Educational, Soc. S.	Maidstone	3	2	.	.	
Hazell, L.	.	.	3	3	.	.	
Healey, C.	(Student, Derby)	.	.	.	1	2	
Healy, M.	Cheadle, R. C. S.	Staffordshire	2	2	.	.	
Hearne, S.	Springfield, Ch. of Eng.	Chelmsford	3	1	2	2	
Heathcote, A.	Preston, St. Paul's (Infants), Ch. of Eng.	Lancashire	3	2	.	.	
Heaton, H.	(Student, Warrington)	.	2	1	.	.	
Heaton, H.	Windsor Park, Royal School	Berkshire	1	3	.	.	
Hedley, M.	Hartlepool, R. C. S.	Durham	2	2	.	.	
Hemmingway, G.	.	.	3	3	.	.	
Henderson, H.	.	.	2	2	.	.	
Henderson, M.	(Student, Edinburgh, C. F. Normal.)	.	.	.	1	2	
Hepher, B.	Sunbury, Ch. of Eng.	Middlesex	3	2	.	.	
Herbert, M. A.	Banbury, Ch. of Eng.	Oxford	3	1	2	1	
Herriot, A. A.	Airdrie, West, F. C. S.	Lanarkshire	2	2	.	.	
Hetherington, M.	Southwark, St. Mary's, (Infants) Ch. of Eng.	Surrey	3	1	.	.	
Hewitt, A.	Hereford, Scudamore, Ch. of Eng.	Hereford	2	3	.	.	
Hewitt, S.	Redhill, Wes., Infant	Sheffield	3	2	.	.	
Hewlett, E.	.	.	2	2	.	.	
Heywood, E. D.	Manchester, New Jerusalem, B. S.	Lancashire	3	3	.	.	
Hicklenton, S.	Camberwell, Crawford Street, B. S.	Surrey	2	1	.	.	
Hicklinton, E.	.	.	3	2	.	.	
Hickman, E. J.	Leeds, P. U. S.	Yorkshire	2	1	.	.	
Hicks, I.	Clapham, St. John's (Bowyer), Ch. of Eng.	Surrey	2	3	.	.	
Hill, A.	Upholland Moor, Ch. of Eng.	Wigan	3	2	.	.	
Hill, [illegible]	London, Curzon Street, Ch. of Eng.	London	.	.	1	1	
Hill, M. A.	Birmingham, St. Chad's, R. C. S.	Warwickshire	3	1	.	.	
Hill, M. A.	Warrington, Heathside S.	Lancashire	.	.	1	1	
Hill, R.	Oxford, St. Paul's, Ch. of Eng.	Oxford	2	2	.	.	
Hiller, J.	Bury St. Edmund's, St. James', Ch. of Eng.	Suffolk	.	.	1	2	

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Hillier, M.	Mortlake, Ch. of Eng.	Surrey	.	.	1	2
Hillier, M.	Castlecombe, Ch. of Eng.	Chippenham	3	1	.	.
Hillman, E.	Boston, West, Ch. of Eng., Infants.	Lincolnshire	2	1	.	.
Hills, M. H.	Great Yarmouth, St. Peter's, Ch. of Eng.	Norfolk	2	1	.	.
Hilton, M.	Middleton, Boroughfields, Ch. of Eng.	Manchester	.	.	2	2
Hinckley, A.	Dunmow, B. S.	Essex	2	2	.	.
Hinckley, S.	Ashford, B. S.	Kent	.	.	1	2
Hind, M.	St. Pancras, Trin., Ch. of Eng.	London	1	3	.	.
Hindshaw, G.	Alderley Edge, Ch. of Eng.	Congleton	.	.	1	2
Hirst, M. A.	-	-	3	3	.	.
Hodges, J.	-	-	3	3	.	.
Hodgson, M. A.	Newcastle-on-Tyne, R. C. S.	Newcastle-on-Tyne	3	3	.	.
Hodgson, M. E.	Carlisle, Fawcett, Ch. of Eng.	Cumberland	3	3	.	.
Hogg, C.	-	-	3	1	.	.
Holbrow, E.	Witham, Ch. of Eng.	Essex	3	1	.	.
Holdsworth, E. A.	Bootle, Ch. of Eng.	Lancashire	.	.	1	2
Holdway, C.	Charterhouse, St. Thomas', Ch. of Eng.	London	3	1	.	.
Hole, O. S.	(Student, Bishop Stortford)	-	2	3	2	1
Hollidge, M. A.	Darlington, Wes. S.	Durham	.	.	1	2
Hollins, E.	Birmingham, St. George's, Ch. Eng.	Warwick	2	1	.	.
Hollis, C.	(Student, Whitelands)	-	2	3	.	.
Holmes, E.	Liverpool, St. Mark's, Ch. of Eng.	Lancashire	2	1	.	.
Holmes, M.	Birmingham, St. Mark's, Ch. of Eng.	Warwick	3	1	.	.
Holmes, M.	Dundee, Rood's Yard, Epis.	Forfar	.	.	1	2
Holt, E.	Madeley Endowed, Ch. of Eng.	Newcastle-under-Lyne	.	.	1	2
Holyoak	Redditch, Ch. of Eng.	Bromsgrove	2	3	2	1
Honey, E.	Childrey, Wes.	Berkshire	3	3	.	.
Honey, M.	-	-	3	1	.	.
Hood, A.	-	-	3	3	.	.
Hooper, J.	Harrow Road, Windsor Street, Woodfield S.	London	.	.	1	3
Hooper, M. A.	Gloucester, St. James', Ch. of Eng.	Gloucester	.	.	1	2
Hooper, S. K.	Charlton, King's, Ch. of Eng.	Cheltenham	.	.	1	3
Hope, A. P.	(Student, Edinburgh, G. A. Normal).	-	3	2	.	.
Hopkins, J. H.	Uppingham, Ch. of Eng.	Cheltenham	.	.	1	2
Horrocks, M.	Home and Colonial, Model, Ch. of Eng.	London	3	1	.	.
Horton, M. J.	Kensworth, Ch. of Eng.	Dunstable	.	.	1	3
Hoskyn, K.	Holloway, St. John's, Ch. of Eng.	Middlesex	3	3	.	.
Hourston, C.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	2
Houseley, A.	-	-	3	3	.	.
Howard, E.	(Student, Warrington)	-	.	.	1	3
Howarth, E.	Manchester, St. Anne's, Ch. of Eng.	Manchester	.	.	1	3
Howarth, J.	Droitwich, St. Peter's, Ch. of Eng.	Worcester	3	1	.	.
Howden, E.	-	-	2	3	.	.
Howe, E.	Bray, Ch. of Eng.	Maidenhead	3	3	.	.
Howe, E.	Stonehouse, Ch. of Eng.	Plymouth	3	3	.	.
Howitt, M.	Beckenham, Ch. of Eng.	Bromley	2	3	.	.
Howlett, H.	Rugby, St. Matthew's, Ch. of Eng.	Warwickshire	3	3	.	.
Hoyles, E. H.	-	-	3	1	.	.
Hubbard, E.	Shipbourne, Ch. of Eng.	Tonbridge	3	2	.	.
Hubbard, H.	Downham Market, Ch. of Eng.	Norfolk	3	3	.	.
Hubie, S. A.	Wadsley, Ch. of Eng.	Sheffield	.	.	1	2
Hudson, E.	Horsham, Ch. of Eng.	Surrey	3	3	.	.
Hudson, E. T.	Leeds, Newtown, St. Mary's, Ch. of Eng.	Yorkshire	.	.	1	3
Hudson, F.	Halifax, Haley Hill, Ch. of Eng.	Halifax	.	.	1	2
Hudson, J.	North Audley St., St. Mark's, Ch. of Eng.	Middlesex	6	2	.	.

MISTRESSES

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Hudson, M.	(Student, Whitelands)				1	3
Hughes, A.	Great Yarmouth, St. Nicholas', Ch. of Eng.	Norfolk	3	3		
Hughes, H.	Conway, Ch. of Eng.	Caernarvon	3	2		
Humphries, L.	Kentisbeare, Ch. of Eng.	Collumpton			2	1
Hunt, M. A.	St. Pancras, St. John, the Evangalist, Girls' Dist. S.	Middlesex	3	2		
Hunter, J.	(Student, Edinburgh, G. A. Normal.)				1	3
Hunter, J.			3	3		
Hunter, M. J.	Croydon, B. S.	Surrey	3	1		
Hunter, S.	Bacup, Wes.	Lancashire	3	2		
Hunter, S.	Bishops Hull, Ch. of Eng.	Taunton	3	2		
Hurrens, E.	Rochester, Diocesan Pract. S.	Bishop's Stortford			2	3
Hurworth, C. J.	Penrith, Ch. of Eng.	Cumberland	2	3		
Husband, M. A.	Bromley, Ch. of Eng.	Kent			1	2
Hussey, E. S.			3	3		
Hutcheon, R.	Largs, Female School of Industry, Ch. of Scot.	Ayrshire	1	3		
Hutchings, M.	Cheltenham, Training, Ch. of Eng.	Gloucestershire	1	3		
Hutchinson, F.			2	3		
Hutchison, A.	South Shields, St. John's, Sess.	Durham	2	3		
Hutchkiss, M.	Middleton-in-Cherbury, Ch. of Eng.	Ludlow	2	3		
Hynd, A. W.			2	2		
Illingworth, E.	Dunskey, Mrs. Hunter Blairs' S.	Wigton			1	3
Illingworth, L. E.	(Student, Derby)				1	1
Impey, F.	Pimlico, St. Michael's, Ch. of Eng.	London	2	2		
Ince, F. J.	Ockham, Industrial, Ch. of Eng.	Sussex			1	2
Inglis, A. H.	(Student, Edinburgh, F. C. Normal.)		3	2		
Inman, A.	Sudbury, Lord Vernon's, Ch. of Eng.	Uttoxeter	3	3		
Inman, E.	Liverpool, Ch. Ch., Ch. of Eng.	Lancashire	2	3		
Ireland, M.			3	2		
Irvine, J.	Manchester, Cathedral, Ch. of Eng.	Lancashire	3	3		
Irwin, G. E.	Romford, Ch. of Eng.	Essex	2	2		
Ives, S. J.	Manchester, St. Jude's, Ch. of Eng.	Lancaster	3	2		
Jackson, C. R.			3	1		
Jackson, C. S.	Romford, Ch. of Eng.	Essex			1	2
Jackson, M.	Nailstone, Ch. of Eng.	Market Bosworth	3	3		
Jackson, M. E.	Birmingham, St. Anne's, R.C.S.	Warwickshire			1	1
Jackson, S. K.	Iffley, Ch. of Eng.	Oxford			1	2
Jaeger, A.	Huddersfield, Trin., Ch. of Eng.	Yorkshire	3	1		
James, E.			3	1		
James, L.	Hoyle Lake, Ch. of Eng.	Birkenhead	3	3		
Jamieson, S. A.	(Student, Warrington)				1	2
Jarvis, E.	Southampton, St. Mary's, Ch. of Eng.	Hampshire	3	3		
Jay, A.			3	1		
Jefferies, E. T.	Westminster, Chapel. B. S.	Middlesex	2	3		
Jeffery, A. S.	London, Chapel Street, Domestic Mission Infant S.	London			1	3
Jeffery, E.	Oddington, P.S.	Stow-on-the-Wold			1	2
Jenkin, E.	Stoke Pogis, Ch. of Eng.	Buckinghamshire	2	2		
Jenkins, M.	Chester, St. Mary's, Ch. of Eng.	Chester	3	3		
Jenkinson, C.	Lincoln, Central, Ch. of Eng.	Lincoln	2	3	2	1
Jervey, A.	Evercreech, Ch. of Eng.	Bath	2	2		
Jephson, E.	(Student, Home and Colonial)				1	3
Jobson, R. S.			2	3		
Johns, E. M.	Monkton, Ch. of Eng.	Ramsgate			1	3
Johnson, E.			3	3		
Johnson, E.	Belper, Ch. of Eng.	Derbyshire	3	3		
Johnson, J.	Shelton, Granville S.	Staffordshire	2	1		
Johnson, M.	Sutton, Ch. of Eng.	St. Helen's	3	3		
Johnson, M.	Tillington, Ch. of Eng.	Petworth	3	1		
Johnston, A.			3	1		
Johnston, E.	St. Cyrus, Porteous, Female	Kincardine	3	1		

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Knott, S.	Saffron Walden, B. S.	Essex	3	2	.	.
Knowles, E. S.	(Student, Whitelands)	.	.	.	1	3
Kovachich, E.	Liverpool, Hibernian, B. S.	Lancashire	2	3	.	.
Kurr, J. A.	Durham, Blue Coat, Ch. of Eng.	Durham	.	.	1	3
Kyberd, S.	.	.	1	2	.	.
Kyle, M.	.	.	2	3	.	.
Kyle, M.	.	.	2	3	.	.
Laidlaw, E.	Kelvenhaugh, Sess. S.	Glasgow	.	.	1	3
Laird, R.	(Student, Glasgow, F. C. Normal).	.	.	.	1	2
Lake, J.	Haggerstone, St. Mary's, Ch. of Eng.	London	3	1	.	.
Lake, S. A.	.	.	3	1	.	.
Lakin, E.	Hockliffe, Ch. of Eng.	Leighton	2	3	.	.
Lane, A. M.	Ashton, Ch. of Eng.	Heytesbury	3	2	.	.
Lainson, L.	West Molesey, Ch. of Eng.	Kingston-on-Thames	3	3	.	.
Lang, I.	Glasgow, Blue Vale, Sess.	Lanarkshire	1	3	.	.
Langskill, M.	(Student, Edinburgh, F. C. Normal.)	.	2	3	2	3
Last, J. E.	(Student, Whitelands)	.	3	1	2	3
Last, M. M.	(Student, Derby)	.	.	.	1	3
Lates, M.	(Student, Whitelands)	.	.	.	1	3
Lauder, I. W.	Dundee, Hunter Street, F.C.S.	Forfar	3	1	.	.
Lavendar, J. A.	Evesham, Ch. of Eng.	Worcester	1	3	.	.
Laver, E.	(Student, Borough Road)	.	.	.	1	1
Law, B.	Dunoon, Ch. of Scot.	Argyleshire	2	3	.	.
Law, S.	(Student, Derby)	.	.	.	1	2
Lawes, L.	Godalming, Infant, Ch. of Eng.	Surrey	.	.	1	2
Lawler, M. A.	Leeds, St. Peter's, Ch. of Eng.	Yorkshire	2	3	2	2
Lawrie, M. S.	(Student, Edinburgh, G. A. Normal).	.	.	.	1	3
Lawson, J.	(Student, York and Ripon)	.	.	.	1	1
Lawson, J. S.	.	.	3	3	.	.
Lawson, M. S.	Poplar, Regent St., B. S.	Middlesex	3	2	.	.
Lawton, E.	Habergham, All Saints, Ch. of Eng.	Burnley	.	.	1	3
Lawton, E.	Bradford, St. James's, Ch. of Eng.	York	.	.	1	2
Lazenby, M. A.	Birmingham, St. John's, R.C.S.	Warwickshire	.	.	1	2
Lease, E.	St. Ippolytt's, Ch. of Eng.	Hertfordshire	3	2	.	.
Ledger, M.	York, St. George's, Wes.	York	.	.	1	2
Ledwith, M. G.	Wolverhampton, St. George, and St. Patrick's, R. C. S.	Staffordshire	1	3	.	.
Lee, E.	.	.	3	3	.	.
Lee, E. M.	Kenilworth, St. John's, Ch. of Eng.	Warwick	3	2	.	.
Lee, L.	.	.	3	1	.	.
Lee, M.	Barnwell Ch. of Eng.	Cambridge	3	2	.	.
Lee, M.	Cheltenham, St. John's, Ch. of Eng.	Gloucester	3	3	.	.
Lees, M. G.	Hulme, St. George's, Ch. of Eng.	Manchester	.	.	1	3
Leicester, V.	Rolleston, Juvenile and Infant, Ch. of Eng.	Burton-on-Trent	3	2	.	.
Leigh, F.	.	.	3	1	.	.
Lennox, M. S.	Ironbridge, Severnside, S.	Shropshire	2	3	.	.
Letheby, E.	Nottingham, St. Mary's, R. C. S.	Nottingham	.	.	1	2
Lewis, A.	Home and Colonial, Model	Middlesex	1	3	.	.
Lewis, E.	Maidstone, Trinity Ch., Model Ch. of Eng.	Kent	.	.	1	1
Lewis, H.	Winterton, Wes.	Glandford Brigg	.	.	1	3
Lewis, J.	(Student, Home and Colonial)	.	.	.	.	.
Lilwall, B. A.	Dowlais, Sir J. Guest's	Merthyr Tydvil	3	3	.	.
Lindsay, J. B.	(Student, Glasgow, F. C., Normal).	.	.	.	1	2
Lindsay, M.	.	.	2	2	.	.
Livesay, R.	Manchester, Paddington, St. Paul's, Ch. of Eng.	Lancashire	3	3	.	.
Livingston, A.	.	.	2	3	.	.
Livingstone, J. J. S.	.	.	2	2	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division	Class. Year.	Class. Class.
Lloyd, E. A.	Derby, Diocesan Training, Ch. of Eng.	Derby	2	3	2	2
Lloyd, M. A.	East Stower, Par. S.	Wincanton	.	.	1	3
Lockwood, E.	- - -	- - -	3	3	.	.
Lockwood, E.	Edgbaston, Ch. of Eng.	Birmingham	3	3	.	.
Logan, C.	(Student, Edinburgh, F. C. Normal.)	- - -	3	2	.	.
Logan, M.	- - -	- - -	3	3	.	.
Lomas, M. S.	Preston, Ch. Ch., Ch. of Eng.	Lancashire	3	1	.	.
Lomax, H.	(Student, Derby)	- - -	.	.	1	2
Long, C.	Forest Row, Ch. of Eng.	Tonbridge Wells	2	3	.	.
Long, C. E. B.	Benson, Ch. of Eng.	Wallingford	3	1	.	.
Long, S. C.	Bristol, H. More's, Ch. of Eng.	Gloucestershire	1	3	.	.
Longman, M. E.	Wolverhampton, St. Mary's, R. C. S.	Staffordshire	.	.	1	1
Louth, M.	Attercliffe, Ch. of Eng.	Sheffield	.	.	1	3
Lovegrove, A.	- - -	- - -	3	3	.	.
Lovelace, L.	Southborough, Ch. of Eng.	Tonbridge Wells	.	.	1	3
Lovelock, H.	- - -	- - -	3	3	.	.
Low, B.	- - -	- - -	2	1	.	.
Lowe, M. A.	Huntley, Female Industrial S.	Aberdeen	3	2	.	.
Lowry, H.	Crosthwaite, Ch. of Eng.	Cumberland	.	.	1	2
Lucas, E.	Harwood, Ch. Ch., Ch. of Eng.	Bolton-le-Moors	.	.	1	3
Lucas, H. M.	Salisbury, Model, Ch. of Eng.	Wiltshire	3	3	.	.
Luckie, C.	- - -	- - -	3	3	.	.
Luke, C.	Dundee, Hilltown, F. C., Infant.	Forfarshire	3	1	.	.
Lukes, M.	Menheniot, Ch. of Eng.	Liskeard, Cornwall	.	.	1	2
Lush, E. S.	Enmore Green, Ch. of Eng.	Wincanton	.	.	1	3
Lyne, M.	- - -	- - -	3	2	.	.
M'Alpine, H.	Haddington, Industrial, Ch. of Scot.	Haddington	2	2	.	.
M'Callum, C.	(Student, Edinburgh, F. C. Normal.)	- - -	3	1	.	.
M'Callum, I.	Campbeltown, United Female School of Industry.	Argyllshire	2	3	.	.
M'Carthy, A.	Guernsey, St. Peter's Port, St. John's, (Infant) Ch. of Eng.	Guernsey	3	3	.	.
M'Carthy, M.	Sheffield, St. Vincent de Paul, R. C. S.	Yorkshire	3	2	.	.
M'Clymont, J.	- - -	- - -	2	3	.	.
M'Connochie, C.	Windsor, St. Ann's, Ch. of Eng.	Berkshire	2	2	.	.
M'Cormack, M. A.	Galway, Model School	Galway	3	1	.	.
M'Donald, H.	Edinburgh, Dr. Thompson's, F. C. S.	Edinburgh	3	1	.	.
M'Donell, M.	Everton and Kirkdale (Infants), Ch. of Eng.	Liverpool	2	3	.	.
M'Donnell, A.	Airdrie, St. Margaret's, R.C.S.	Lanark	.	.	1	3
M'Evily, C.	- - -	- - -	3	1	.	.
M'Ewan, E.	Berwick-on-Tweed, Infant B.S.	Northumberland	2	1	.	.
M'Farlane, C.	Corsock, Female Indust. S.	Kirkcudbright	2	1	2	1
M'Gregor, E.	City of London Second S.	London	.	.	1	2
M'Gregor J.	Leeds, Little Holbeck, Messrs. Marshall's, Ch. of Eng.	Yorkshire	3	3	.	.
M'Gregor, M.	Liverpool, St. Paul's, Princes Park, Ch. of Eng.	Lancashire	2	3	.	.
M'Hale, M.	Birmingham, St. Marie's, R.C.S.	Warwick	2	3	.	3
M'Hughson, H.	Newhaven, Free, Fisherman's Soc. S.	Edinburgh	.	.	.	3
M'Ilwaine, C. L.	(Student, Glasgow, F. C. Normal.)	- - -	3	2	.	.
M'Innes, E. B.	(Student, Glasgow, F. C. Normal.)	- - -	.	.	1	2
M'Intire, C. E.	Westminster, St. Margaret's and St. John's, Free Ch. of Eng.	London	2	1	.	.
M'Intosh, M. B.	Edinburgh, St. Andrew's Hall, Model S.	Edinburgh	.	.	1	2
M'Intosh, M. H.	West Greenock, Epis. S.	Renfrew	.	.	1	1
M'Kenzie, M.	Paisley, Hunter Street, Female School of Industry, Ch. of Scot.	Renfrew	3	2	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
M'Kenzie, M.	(Student, Edinburgh, F. C. Normal.)		2	2	.	.
M'Kenzie, M.	Kilbarchan, Female G.A.S.	Renfrew	.	.	1	2
M'Kinlay, M.	(Student, Glasgow, G. A. Normal.)		.	.	1	2
M'Lachlan, A.			3	2	.	.
M'Lachlan, E.	Leeds, St. George's, Ch. of Eng.	Yorkshire	2	3	.	.
M'Lachlan, J.	Edinburgh, Niddry Street, Dr. Bell's.	Edinburgh	3	3	1	3
M'Lachlan, J. E. S.	Edinburgh, Trinity, Epis.	Edinburgh	3	3	.	.
M'Lean, B.	Oswald & Kirk Session, Ch. of Scot.	Kirkintilloch	2	3	.	.
M'Lean, C.			3	3	.	.
M'Lean, E.	Paisley, Dickson's Abbey, Par.	Paisley	2	2	.	.
M'Lean, I. P.	Dundee, St. John's, Infant and Indust.	Forfar	2	2	.	.
M'Millan, M.	Everton and Kirkdale, Ch. of Eng.	Liverpool	3	3	.	.
M'Nair, E. M.	Brighton Training, Ch. of Eng.	Brighton	1	2	.	.
M'Naughton, M.	Doune, F.C.S.	Perth	2	2	.	.
M'Neil, M.			3	3	.	.
M'Pherson, C.	(Student, Glasgow, F. C. Normal.)		3	2	2	1
M'Pherson, I.	Perth (Infants), Ch. of Scot.	Perth	3	3	.	.
M'Pherson, J. B.	(Student, Edinburgh, F. C Normal.)		.	.	1	2
M'Rae, I. W.	Exton, Girls, Ch. of Eng.	Oakham	2	1	.	.
M'Vicar, I.	(Student, Glasgow, G.A. Norm.)		3	3	.	.
M'Vicar, M.			2	2	.	.
M'William, J.			3	3	.	.
Macartney, C. J.	(Student, Bishops Stortford)		.	.	1	3
Mace, A.	Halesworth, Ch. of Eng.	Suffolk	3	1	.	.
Macey, M. A.	(Student, Salisbury)		.	.	1	3
Maddicks, C. R.	Dover, East Cliff, Ch. of Eng.	Kent	3	1	.	.
Maddocks, L.	Upholland, Ch. of Eng.	Wigan	3	3	.	.
Magraw, A. E.	Liverpool, Harrington, B.S.	Lancashire	3	1	.	.
Main, J. E.	Norbiton, Ch. of Eng.	Kingston, Surrey	2	3	.	.
Malcolm, E.	Aberdeen, Female School of Indus.	Aberdeen	.	.	1	3
Malcolm, E. O.	Aberdeen, South Parish Sess.	Aberdeen	2	1	.	.
Malcolm, H.	Russell School of Industry, St. Pancras, Ch. of Eng.	London	3	2	.	.
Maloney, R.	Falkirk, St. Francis, R.C.S.	Stirling	.	.	1	2
Manson, J.	(Student, Glasgow, G. A. Normal.)		.	.	1	2
Maple, E.			2	2	.	.
Marchant, M.	Holborn, Trinity District, Ch. of Eng.	London	3	3	.	.
Margetts, E.			2	1	.	.
Marks, E.	Bath, St. Saviour's, Ch. of Eng.	Somerset	2	1	.	.
Marnes, C.	(Student, Cheltenham)		.	.	1	3
Marr, F.	Wimbledon, Ch. of Eng.	Surrey	3	1	.	.
Marsh, M. A.	(Student, Derby)		.	.	1	3
Marshall, C.	Edinburgh, St. Paul's, District F.C.S.	Edinburgh	.	.	1	3
Marshall, E.	Silkstone, Girls, Ch. of Eng.	Barnsley	3	1	.	.
Marshall, J.	Edge Hill, St. Mary's, Ch. of Eng.	Liverpool	3	2	.	.
Marshall, M.	Auldearn Innes, F.C.S.	Nairn	2	2	.	.
Marshall, R.	Leyland, Ch. of Eng.	Lancashire	3	3	.	.
Martin, D. A.			3	3	.	.
Martin, E.	Mayfield, Ch. of Eng.	Ashbourne	2	3	.	.
Martin, I.	Leeds, Quarry Hill, St. Mary's, Ch. of Eng.	Yorkshire	3	3	.	.
Martyn, A.	Kirk German, St. John's, P.S.	Isle of Man	1	3	.	.
Maskell, J.	Buckingham, Ch. of Eng.	Buckingham	.	.	1	2
Mason, C.	Chelsea, St. Jude's, Ch. of Eng.	Middlesex	3	1	.	.
Mason, E. A.	Winchester, St. Michael's, Ch. of Eng.	Hampshire	3	1	.	.
Mason, H.	Shirley, Ch. of Eng.	Derby	3	2	.	.
Mason, M. I.	Paddington, St. John's, Ch. of Eng.	London	3	1	.	.

LESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Mason, R.	Winchester, Central, Ch. of Eng.	Hampshire	2	3	.	.
Masterson, J.	Whitelands (Infants), Ch. of Eng.	Chelsea	.	.	1	2
Maton, E.	Fordingbridge, Ch. of Eng.	Hampshire	3	3	.	.
Matthews, L. S.	Sheffield, St. Mary's, Ch. of Eng.	Yorkshire	3	1	.	.
Matthews, S.	Fakenham, Ch. of Eng.	Norfolk	3	1	.	.
Mattingley, E.	Stanwix, Ch. of Eng.	Carlisle	3	3	.	.
Maxwell, C.	-	-	3	1	.	.
Maxwell, H.	Edinburgh, St. George's, Epis.	Edinburgh	.	.	1	1
Maxwell, J.	-	-	3	1	.	.
Maxwell, S.	Draycott, Ch. of Eng.	Staffordshire	1	3	.	.
May, E. Z.	Calstock, Ch. of Eng.	Callington	3	3	.	.
Mayhew, H.	Millbrook, Ch. of Eng.	Bedford	3	3	.	.
Mayne, M. A. D.	Penrose, Ch. of Eng.	Helstone	3	3	.	.
Meaden, E.	Sutton Waldron, Ch. of Eng.	Blandford	.	.	2	3
Meaden, M. A.	Conway, Ch. of Eng.	Caernarvon	2	2	.	.
Meadows, E.	Quedgley, Ch. of Eng.	Gloucester	3	1	.	.
Meadows, S.	Rotherhithe, Trinity, Ch. of Eng.	Surrey	.	.	1	2
Medcalf, M.	Manchester, Cheetham Hill Road, Jews' S.	Lancashire	2	3	.	.
Medlicote, M.	Halifax, King Cross, St. Paul's, Ch. of Eng.	Yorkshire	3	2	.	.
Mehain, E.	Galashiels, R.C.S.	Roxburgshire	3	3	.	.
Mellor, E. A.	Brymbo, Ch. of Eng.	Wrexham	1	2	.	.
Mellor, M. A.	Rochdale, Wes.	Lancashire	3	2	.	.
Mellor, M. E.	(Student, Warrington)	-	.	.	1	1
Merrick, M. A.	Manchester, St. Barnabas, Ch. of Eng.	Lancaster	3	3	.	.
Meyer, S. E.	Liverpool, Naylor Street, St. Bartholomew's, Ch. of Eng.	Liverpool	3	2	.	.
Middleton, A.	Liverpool, St. Barnabas, Ch. of Eng.	Lancashire	2	2	.	.
Middleton, C.	Salford, Scotch Presbyterian	Manchester	3	1	.	.
Milbourn E.	Sunderland, Nicholson Street, Wes.	Durham	2	1	.	.
Mill, A.	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	2
Millar, E. L.	-	-	1	2	.	.
Millard, I. M.	Oldbury, Messrs. Chance's, Ch. of Eng.	Worcester	3	3	.	.
Millard, M. A.	Margate, Trinity, Ch. of Eng.	Kent	.	.	1	2
Miller, A. M.	Camborne Town, Ch. of Eng.	Cornwall	3	3	.	.
Miller, B. B.	Leith, Mariners, F. C. S.	Edinburgh	2	1	.	.
Miller, M.	-	-	3	2	.	.
Miller, M. F.	-	-	3	3	.	.
Miller, S.	Ironville, Ch. of Eng.	Derbyshire	2	2	.	.
Milligan, M.	Kilmarnock, Industrial, F. C. S.	Ayr	3	1	.	.
Millington, M.	Whitelands, Practising School	Middlesex	1	3	.	.
Millner, E.	-	-	2	2	.	.
Mills, A.	Hammersmith, St. Peter's, Ch. of Eng.	London	.	.	1	1
Millward, A.	Stone, Ch. Ch., Ch. of Eng.	Staffordshire	3	1	.	.
Millward, F.	Kidderminster, St. Mary's, Ch. of Eng.	Worcestershire	2	2	.	.
Milnes, E.	Morpeth, St. James', Ch. of Eng.	Northumberland	3	2	.	.
Minter, M.	Bollington, Ch. of Eng.	Chester	3	1	.	.
Mitchel, V. M.	(Student, Glasgow, F. C. Normal.)	-	2	3	.	.
Mitchell, A.	North Surrey District, (Girls')	Anerley	2	1	.	.
Mitchell, E. M.	Ancoat, Mill Street, Palmer's, Presb.	Manchester	3	2	.	.
Mitchell, I.	(Student, Glasgow, F.C. Norm.)	-	.	.	1	2
Mitchell, J.	-	-	1	2	.	.
Mitchell, L. M.	Alyth (Girls') Indust. Sch.	Perth	3	1	.	.
Mitchell, M.	Chorlton-on-Medlock, Pres. S.	Manchester	3	1	.	.
Mitchell, V. H.	Shirley, Ch. of Eng.	Solihull	2	3	.	.
Moister, E.	-	-	.	.	1	2
Molland, C.	Northallerton, Ch. of Eng.	Yorkshire	2	1	.	.
Monk, E. W.	Cubington, Ch. of Eng.	Warwick	.	.	1	1
Monro, C.	Cramond, Parochial	Edinburgh	1	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Moore, A.	Lambeth, St. Mary's, Prince's Road, Ch. of Eng.	Surrey	2	3	.	.
Moore, A.	(Student, Borough Road)	-	.	.	1	1
Moore, C. C.	-	-	3	2	.	.
Moore, E.	St. Pancras, Ch. Ch., Ch. of Eng.	Middlesex	.	.	1	2
Moore, M. A.	York Groves, Ch. of Eng.	York	3	3	.	.
Moorfield, M.	Kendal, St. George's, Ch. of Eng.	Westmoreland	3	3	.	.
Morgan, C. A. E.	-	-	3	3	.	.
Morgan, M.	(Student, Bristol)	-	.	.	1	2
Morgan, S.	-	-	3	2	.	.
Morley, A.	Burnley, Wes.	Lancaster	2	2	.	.
Morris, A.	Wickham, Ch. of Eng.	Newbury	2	2	.	.
Morris, C.	Dundee, St. Andrew's, F. C. S.	Forfarshire	3	3	.	.
Morris, E.	-	-	3	3	.	.
Morris, E. C.	Wandsworth Road, Commercial.	Surrey	.	.	1	2
Morrison, M. P.	-	-	3	2	.	.
Mortimer, S. A.	Preston Central, Ch. of Eng.	Lancashire	3	2	.	.
Morton, S.	Bishop's Hatfield, Ch. of Eng.	Hertfordshire	2	1	.	.
Morze, C. M.	-	-	3	2	.	.
Moss, A. J.	-	-	3	3	.	.
Moss, E.	-	-	2	3	.	.
Mosselman, M. A.	(Student, Home and Colonial)	-	.	.	1	2
Mott, E.	Norwich Training	Norwich	1	3	.	.
Mowbray, A.	-	-	3	1	.	.
Mowbray, L. R.	Edinburgh, G. A. Normal	Edinburgh	2	1	.	.
Moye, F. R.	Fulham, All Saints', Ch. of Eng.	Middlesex	1	3	.	.
Muir, C.	-	-	3	3	.	.
Munro, C. A.	(Student, Edinburgh, F. C. Normal.)	-	3	3	2	3
Munro, J.	Edmonstone, Ch. of Scot.	Edinburgh	2	3	.	.
Munro, J. R.	Edinburgh, Free St. Paul's	Edinburgh	2	3	.	.
Munro, M. W.	Bishopsbridge, Ch. of Scot.	Lanark	3	1	.	.
Murdoch, H.	Tarbolton, Female	Ayrshire	3	1	.	.
Murdoch, J.	-	-	3	3	.	.
Murphy, A.	(Student, Borough Road)	-	3	2	.	.
Murphy, E.	(Student, Home and Colonial)	-	.	.	1	2
Murphy, J.	Liverpool, Toxteth Park, St. Thomas, Ch. of Eng.	-	3	1	.	.
Murray, M. A.	-	-	3	3	.	.
Murray, N. C.	Bo'ness, Infant, Ch. of Scot.	Linlithgow	3	3	.	.
Murrow, M.	Walcot, Parochial	Bath	3	2	.	.
Musgrave, M.	Whitehaven, Trinity, Ch. of Eng.	Cumberland	1	3	.	.
Muskett, A.	Pimlico, St. Michael's, Ch. of Eng.	London	.	.	1	2
Muspratt, S. A.	(Student, Salisbury)	-	.	.	1	2
Musselwhite, A.	-	-	3	2	.	.
Mustard, M. J.	Lakenham, St. Mark's, Ch. of Eng.	Norwich	1	3	.	.
Muston, S.	Salford, St. Matthias, Ch. of Eng.	Manchester	2	1	.	.
Naish, R.	Southampton, Trinity, Ch. of Eng.	Hampshire	3	3	.	.
Naismith, H. C.	Glasgow, East Gorbals Territorial, F. C. S.	Lanark	3	3	.	.
Nash, E.	(Student, Norwich)	-	.	.	1	2
Nash, E.	(Left England)	-	3	3	.	.
Nash, E.	Rochester, Training School	Bishop's Stortford	1	3	.	.
Nash, H.	Warwick, Borough, Ch. of Eng.	Warwick	3	3	.	.
Neale, S. A.	-	-	3	1	.	.
Neale, S. A.	(Student, Salisbury)	-	.	.	1	3
Needham, C.	-	-	3	1	.	.
Nellar, E. E.	Bethnal Green, St. Bartholomew's, Ch. of Eng.	Middlesex	3	3	.	.
Nelson, C.	Leith, St. John's Free Infant	Edinburgh	1	3	.	.
Nelson, G.	Baldwin's Gardens, Ch. of Eng.	London	2	1	.	.
Nelson, S.	(Student, Edinburgh, G.A. Normal.)	-	.	.	1	2
Neppred, E. M.	Hythe, Ch. of Eng.	Kent	.	.	1	3
Nettleton, R. H.	Woodhouse, Ch. Ch., Ch. of Eng.	Huddersfield	3	3	2	1
New, F. E.	Woodford, Ch. of Eng.	Essex	.	.	1	3

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Payne, C.	Moreton-in-the-Marsh, Ch. of Eng.	Gloucester	.	.	1	2
Payne, L.	King's Lynn, St. Margaret's, Ch. of Eng.	Norfolk	2	3	.	.
Peach, H.	Eastbourne, Ch. of Eng.	Sussex	2	3	2	1
Peacock, A.	-	-	2	1	.	.
Pearce, H.	Westbury-on-Trym, Ch. of Eng.	Bristol	3	2	.	.
Pearce, S.	Tetbury, Ch. of Eng.	Gloucestershire	2	3	.	.
Pearcy, C. M.	-	-	2	3	.	.
Pearl, E.	Tean, B. S.	Staffordshire	.	.	1	3
Pearl, E. M.	Warrington, B. S.	Lancashire	3	3	.	.
Pears, G. M.	-	-	2	3	.	.
Pearson, E.	Prestwich, Ch. of Eng.	Lancashire	2	3	.	.
Pearson, F. E.	Loddon, Ch. of Eng.	Norfolk	3	3	.	.
Pearson, M.	Barnsley, St. Mary's, Ch. of Eng.	Yorkshire	3	2	2	2
Peel, L.	-	-	3	1	.	.
Pellowe, A.	Taunton, B. S.	Somersetshire	.	.	1	2
Pemberton, C. M.	-	-	3	1	.	.
Penney, J.	(Student, Edinburgh, G. A. Normal).	-	.	.	1	3
Penton, S.	Much Marcle, Ch. of Eng.	Ledbury	3	2	.	.
Perry, C. A.	Ticehurst, Ch. of Eng.	Sussex	3	2	.	.
Perry, F. L.	-	-	2	2	.	.
Perry, M. V.	Nottingham, St. Mary's, R. C. S.	-	.	.	1	1
Pester, A. P.	Barton-on-Humber, Wes. Infants'.	Lincoln	.	.	1	3
Peters, S.	Steeple Ashton, Ch. of Eng.	Trowbridge	2	3	.	.
Phillips, E.	Warminster (Infants), Ch. of Eng.	Wiltshire	2	2	.	.
Phillips, F.	Hampstead, P. S.	London	2	2	.	.
Phillips, M. J.	Acton, Ch. of Eng.	London	.	.	1	2
Pick, S.	Market Harborough, Ch. of Eng.	Leicestershire	2	3	.	.
Pickering, M. A.	Hull, Salthouse Lane, Ch. of Eng.	Yorkshire	2	1	.	.
Pike, E. M.	Portsea, All Saints', Ch. of Eng.	Hampshire	2	3	.	.
Pindred, E.	Battersea, P. S.	London	.	.	1	2
Pinnell, C. S.	Westmeston, Ch. of Eng.	Lewes	3	1	.	.
Pinnington, M. A.	Edinburgh, St. George's, Epis.	Edinburgh	3	3	.	.
Piper, A. E.	-	-	3	1	.	.
Pirie, J.	Errol, F. C. S.	Cruden	3	2	.	.
Pither, M.	Tichborne, Ch. of Eng.	Hampshire	3	1	.	.
Pitman, R.	Bethnal Green, Abbey Street, B. S.	London	2	1	.	.
Plant, S. A.	Leicester, Hill Street, B. S.	Leicester	3	2	.	.
Please, E.	Stepney, Red-coat, Ch. of Eng.	Middlesex	2	1	.	.
Plumley, S.	-	-	3	3	.	.
Pointing, C.	Huddersfield, St. Peter's, Ch. of Eng.	Yorkshire	2	2	.	.
Pointing, E.	Huddersfield, Longroyd Bridge Ch. of Eng.	Yorkshire	3	2	.	.
Pool, E.	-	-	3	1	.	.
Poore, F.	Cranley, Ch. of Eng.	Godalming	3	2	.	.
Pope, H.	Aylesford, Educational Society's (Infants), Ch. of Eng.	Maidstone	3	2	.	.
Porteous, R. M'Lean	Kincardine, Baroness Keith's, Ch. of Scot.	Stirling	3	2	.	.
Porter, E.	Stella, St. Cuthbert's, Ch. of Eng.	Gateshead	2	3	.	.
Potts, H.	Alton, B. S.	Hampshire	3	1	.	.
Poulton, J.	South Islington and Pentonville, B. S.	London	1	3	.	.
Powell, A.	Wighill, Ch. of Eng.	Tadcaster	.	.	1	3
Pownall, L. S.	-	-	3	3	.	.
Presnail, E.	Isleworth, Ch. of Eng.	London	3	1	.	.
Prettie, E. C.	(Student, Edinburgh, F. C. (Normal).	-	.	.	1	2
Price, J.	Spittlegate, Ch. of Eng.	Grantham	.	.	1	3
Price, M.	Worcester, St. Peter's, Ch. of Eng.	Worcester	3	3	.	.
Priestley, M.	Thorner (Girls'), Ch. of Eng.	Leeds	3	2	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.		Mistresses
			Class.	Division.	Year.	Class.	
Roberts, A.	Grosvenor Chapel, North Audley Street, Ch. of Eng.	Middlesex	2	1	.	.	
Roberts, E.	Calne, Ch. of Eng.	Wiltsshire	2	3	.	.	
Roberts, E.	Standish, Ch. of Eng.	Wigan	3	1	.	.	
Roberts, E.	Stamford, Ch. of Eng.	Lincolnshire	.	.	1	2	
Roberts, E. M.	Maryvale, R. C. S. Industrial	Perry Bar, Staffordshire.	3	2	.	.	
Roberts, F. L.	Brighton, Spa Street and Egremont Street, Ragged.	Sussex	3	2	.	.	
Roberts, M.	Worcester, St. John's, Ch. of Eng.	Worcester	.	.	1	2	
Roberts, R. H.	Downton, Ch. of Eng.	Salisbury	2	2	.	.	
Robertson, H.	(Student, Glasgow, F.C. Norm.)	-	.	.	1	1	
Robertson, J.	-	-	3	1	.	.	
Robertson, J.	Glasgow, Free Milton School	Lanarkshire	3	3	.	.	
Robertson, J. M.	-	-	2	2	.	.	
Robertson, M.	-	-	3	1	.	.	
Robinson, E.	Castleton Moor, B. S.	Lancashire	2	3	.	.	
Robinson, M. A.	Wolverhampton, St. Patrick's, R. C. S.	Stafford	.	.	1	2	
Robinson, M. J.	-	-	3	2	.	.	
Robinson, S.	Sunderland, Gray, Ch. of Eng.	Sunderland	3	3	.	.	
Robson, M. A.	Westminster, St. James's, Ch. of Eng.	Middlesex	3	1	.	.	
Rockett, M. A.	Southsea, St. Jude's, Ch. of Eng.	Hampshire	2	3	.	.	
Rodgers, H.	-	-	3	3	.	.	
Rodgie, J.	(Student Edinburgh, G. A. Normal).	-	3	2	.	.	
Rodgie, J.	(Student, Glasgow, F.C. Norm.)	-	3	1	.	.	
Rodwell, A.	Wortwell, Ch. of Eng.	Hailestone	.	.	1	3	
Roe, M. A.	Thirsk, B. S.	Yorkshire	.	.	1	3	
Rogers, C.	Cobridge, St. Peter's, R. C. S.	Staffordshire	3	1	.	.	
Rogers, M.	-	-	3	2	.	.	
Rogers, M. A.	-	-	2	1	.	.	
Rogers, S. A.	Northampton, All Saints', Ch. of Eng.	Northampton	1	3	.	.	
Rose, J.	Haddenham, B. S.	Ely	2	1	.	.	
Rose, R. R.	(Student, Bishop Stortford)	-	.	.	1	2	
Ross, M. A.	Thames Ditton, Infant, Ch. of Eng.	Surrey	.	.	1	3	
Ross, M. A.	Largo, Durham Charity	Fifeshire	2	3	.	.	
Ross, M. J.	Bridge of Earn, F. C. S.	Perth	3	3	2	1	
Rowley, E.	Launton, Ch. of Eng.	Bicester	.	.	2	3	
Rowley, M.	Bishop's Auckland, Industrial	Durham	.	.	1	3	
Roy, M.	Musselburgh, Female, Ch. of Sc.	Edinburgh	3	1	.	.	
Rumley, J.	Alston, Ch. of Eng.	Penrith	3	2	.	.	
Rumney, I.	Thornhaugh, Ch. of Eng.	Wansford	2	2	.	.	
Russell, E.	Manchester, Marshall Street, B. S.	Lancashire	3	3	.	.	
Russell, M. E.	(Student, Home and Colonial)	-	.	.	1	2	
Rutherford, A.	Edinburgh, Little Lochend's Close, Ch. of Scot.	Edinburgh	1	3	.	.	
Rutherford, M.	Student, Edinburgh, F. C. (Normal).	-	.	.	1	1	
Rutter, E. A.	Warrington, Heath Side S.	Lancashire	2	3	.	.	
Rutter, M.	Bolton-le-Moors, Trinity, Ch. of Eng.	Lancashire	3	3	.	.	
Ryde, S. E.	-	-	2	3	.	.	
Sailly, F.	King's Somborne, Ch. of Eng.	Stockbridge	3	1	.	.	
Salmon, E. H.	Painswick, Ch. of Eng. and Free School.	Painswick	2	3	.	.	
Salter, H. F.	Chelsea, St. Saviour's, Ch. of Eng.	Middlesex	1	3	.	.	
Salter, H. S.	-	-	3	1	.	.	
Samphier, M.	-	-	3	1	.	.	
Sample, A.	York, Bishophill, B. S.	York	.	.	1	1	
Sampson, M.	York and Ripon, Diocesan Training, Ch. of Eng.	York	1	3	.	.	
Samson, S. M.	Woodstock, Ch. of Eng.	Oxfordshire	2	2	.	.	
Sandilands, A.	-	-	3	1	.	.	
Sandison, J.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	1	
Sankey, M. J.	Nottingham, St. Mary's, R.C.S.	Nottingham	.	.	1	2	
Saull, C.	-	-	3	2	.	.	
Saull, M. A.	Poynton (Infants), Ch. of Eng.	Chester	3	2	.	.	

ISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Saunders, E.	Bradford, New Leeds, Ch. of Eng.	Yorkshire	3	1	.	.
Saville, S. A.	(Student, Cheltenham)	-	.	.	1	3
Sawers, J.	(Student, Edinburgh, F. C. Normal).	-	3	2	.	.
Sayers, E.	(Student, Bristol)	-	.	.	1	1
Schindler, M.	(Student, Glasgow, G. A., Normal).	-	.	.	1	3
Schofield, A.	Preston, St. Peter's, Ch. of Eng.	Lancashire	2	3	.	.
Schofield, A.	-	-	3	1	.	.
Schofield, J.	Preston, St. Mary's, Ch. of Eng.	Lancashire	2	3	.	.
Scholefield, M.	Bradford, Stott Hill, Ch. of Eng.	Yorkshire	3	3	.	.
Scholfield, I.	-	-	.	.	1	1
Schultze, M. I.	Woodchurch, Ch. of Eng.	Tenterden	.	.	1	3
Schultze, S. L.	Fletching, Ch of Eng.	Uckfield	.	.	1	3
Scott, A.	Bury, Wes., Day S.	Lancashire	3	3	.	.
Scott, G. L.	Aberdeen, John Knox's Female School.	Aberdeen	3	1	.	.
Scott, G.	Birmingham, Church of the Saviour, B. S.	Warwickshire	3	1	.	.
cott, I.	(Student, Edinburgh, F. C. Normal).	-	.	.	1	2
Scott, J. K.	Bristol, Red Cross Street, B.S.	Gloucester	2	2	.	.
Scott, L.	Borough Road, Model, B. S.	Surrey	2	1	2	1
Scott, M.	-	-	3	3	.	.
Scott, S.	(Student, Borough Road)	-	.	.	1	2
Scully, M. A.	North Shields, Union B. S.	Northumberland	3	2	.	.
Searle, E. E.	Walsingham, Ch. of Eng.	Norfolk	.	.	1	2
Searle, L.	Shirley, P. S.	Hampshire	3	2	.	.
Sessions, E.	Mortlake, St. Mary Magdalene, R. C. S.	Surrey	3	1	.	.
Sharp, A.	Newhaven, Ch. of Eng.	Sussex	.	.	1	3
Shaw, M	Kirkburton, Ch. of Eng.	Huddersfield	.	.	1	1
Shaw, M. A.	-	-	.	.	.	.
Shawcross, F. W.	Stretton, Ch. of Eng.	Cheshire	2	3	.	.
Shepard, S.	Paddington, All Saints, Ch. of Eng. District School.	London	3	1	.	.
Shepherd, C.	Nottingham, Trinity, Ch. of Eng.	Nottingham	3	3	.	.
Shepherd, J.	Montrose, St. Mary's, Epis. Sch.	Forfar	3	1	.	.
Shields, A.	(Student, Home and Colonial)	-	.	.	1	3
Shore, J.	Wolverhampton, St. Paul's, Ch. of Eng.	Staffordshire	3	2	.	2
Shurmer, A. E.	Gloucester, St. James's, Ch. of Eng.	Gloucester	3	2	.	.
Shute, J.	Maidstone, All Saints', Ch. of Eng.	Kent	2	2	.	.
Sibson, C.	Vauxhall Walk, Wes.	London	.	.	1	3
Siddall, M.	(Student, Home and Colonial)	-	.	.	1	2
Sidgwick, L.	Hampstead, St. John's, P. S.	Middlesex	1	2	.	.
Siggs, E. A.	Downham Market, Ch. of Eng.	Norfolk	3	3	.	.
Sime, C.	-	-	3	1	.	.
Simmonds, S. A.	Hull, St. Stephen's, Ch. of Eng.	Hull	.	.	1	3
Simmonite, M. H.	Weston, Ch. of Eng.	Sheffield	.	.	1	2
Simpson, A.	Tothill Fields, St. Mary's, Ch. of Eng.	London	3	2	.	.
Simpson, E.	St. Austell, Ch. of Eng.	Cornwall	3	1	.	.
Simpson, E	(Student, Edinburgh, G. A., Normal).	-	.	.	1	2
Simpson, F.	Banbury, St. John's, R. C. S.	Oxfordshire	2	2	.	.
Simpson, J. B.	-	-	3	3	.	.
Simpson, M.	-	-	3	1	.	.
Simpson, M.	Walham Green, Ch. of Eng.	-	3	3	.	.
Sinclair, M.	(Student, Edinburgh, F. C., (Normal).	-	.	.	1	1
Sinclair, M.	(Student, Edinburgh, F. C., Normal).	-	.	.	1	2
Singleton, J.	Bowden, Ch. of Eng.	Altrincham	2	2	2	1
Sinton, A.	St. Andrew's, (Infants) Ch. of Scot.	Fifeshire	3	1	.	.
Sintzenick, E. M.	St. Pancras, Ch. of Eng.	London	3	3	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Sissling, S. A.	Haworth, Keighley, Ch. of Eng.	Bradford, Yorkshire	.	.	1	2
Skinner, C.	(Student, Brighton)	-	.	.	1	2
Skyrme, J.	Whitelands, Model, Ch. of Eng.	Chelsea	.	.	1	1
Sladen, P.	Tenby (Infant)	Pembroke	.	.	1	2
Slater, C.	Manchester, St. John's, Ch. of Eng.	Lancashire	2	2	.	.
Slater, C.	West Bromwich, Ch. Ch., Ch. of Eng.	Staffordshire	.	.	1	3
Slesser, I.	Carriden, Girl's School	Linlithgow	.	.	1	1
Small, M.	St. Cyrus', Girls' School, Ch. of Scot.	Kincardine	3	3	.	.
Smallcorn, S.	Redminster, Ch. of Eng.	Bristol	3	1	.	.
Smallwood, M. T.	Broadway, St. Marie's, R. C. S.	Evesham	2	2	.	.
Smart, M. E.	Woodchurch, Ch. of Eng.	Tenterden	2	3	.	.
Smedley, M.	Nottingham, St. John's, Ch. of Eng.	Nottingham	3	1	.	.
Smetham, S. (D.)	-	-	2	2	.	.
Smith, A.	-	-	2	3	.	.
Smith, A.	Cromarty, F. C. S.	Ross and Cromarty	2	1	.	.
Smith, A.	Rotherhithe Green, Ch. of Eng.	Surrey	3	1	.	.
Smith, A.	Port Glasgow, Industrial	Renfrew	.	.	1	.
Smith, C.	(Student, York and Ripon)	-	.	.	1	2
Smith, C.	(Student, Edinburgh, F. C., Normal).	-	.	.	1	3
Smith, C.	Silsoe, Ch. of Eng.	Bedfordshire	2	2	.	.
Smith, E.	Isle of Wight, P. U. S.	Hampshire	3	3	.	.
Smith, E.	-	-	3	3	.	.
Smith, E.	Brentford, B. S.	Middlesex	3	1	.	.
Smith, E.	Manchester, St. Matthews, Ch. of Eng.	Lancashire	.	.	1	2
Smith, E. S.	Stirling, (Infants) F. C. S.	Stirlingshire	3	1	.	.
Smith, H.	Corfe Castle, Ch. of Eng.	Dorset	3	3	.	.
Smith, H.	Hampstead, Par.	Middlesex	.	.	1	2
Smith, H. W.	-	-	2	3	.	.
Smith, J.	-	-	2	3	.	.
Smith, J.	-	-	2	2	.	.
Smith, J.	Drymen, Industrial	Stirling	3	1	.	.
Smith, L. C.	Inverary, Burgh	Argyllshire	3	3	.	.
Smith, M.	Chorlton-on-Medlock, St. Saviour's, Ch. of Eng.	Manchester	2	3	.	.
Smith, M.	Gogar, Female, Ch. of Scot.	Edinburgh	2	1	.	.
Smith, M.	Anderston, Burgh School of Industry, Ch. of Scot.	Glasgow	3	1	.	.
Smith, M.	East Greenock, Epis.	Renfrew	2	1	.	.
Smith, R. J.	Westbury, Ch. of Eng.	Wiltshire	2	2	2	1
Smith, S.	Chipping Norton, B. S.	Oxfordshire	2	3	.	.
Smyth, H. R.	-	-	2	2	.	.
Snape, A.	Withington, Ch. of Eng.	Manchester	3	1	.	3
Solomon, M. A.	Fressingfield, Ch. of Eng.	Harleston	.	.	1	3
Souter, F.	(Student, Whitelands)	-	.	2	2	1
Southcott, M. A.	Ipswich, St. Clement's, Ch. of Eng.	Suffolk	3	1	.	.
Southern, J.	Liverpool, Ch. Ch., Ch. of Eng.	Lancaster	.	.	1	1
Sowter, E.	Blackburn, St. John's, Ch. of Eng.	Lancashire	3	3	.	.
Speaight, C.	(Student, Home and Colonial)	-	.	.	1	3
Speaight, E.	-	-	1	3	.	.
Spedding, A.	Leeds, St. Saviour's, Ch. of Eng.	Yorkshire	3	1	.	.
Spencer, A.	Everton, Ch. Ch., Ch. of Eng.	Liverpool	3	3	.	.
Spiers, J.	Lochgelly, Est. Ch.	Fifeshire	3	2	.	.
Spink, M.	Ripon, Cathedral S.	Yorkshire	2	2	.	.
Spray, E.	Ipswich, St. Clement's and St. Helen's, Ch. of Eng.	Ipswich	.	.	1	1
Spreadbury, E. S.	Salisbury, Ch. of Eng.	Wiltshire	2	3	2	1
Spreadbury, M.	Darlington, Kendrew Street, B.S.	Durham	.	.	1	3
Spriggs, E.	Southampton, All Saints', Ch. of Eng.	Hampshire	3	2	2	2
Spurgeon, M.	Taunton, Original Infant B.S.	Somerset	2	3	.	.
Squire, M. E.	East St. Pancras, Ch. of Eng.	London	.	.	1	3
Stace, M. A.	-	-	2	3	.	.
Stacey, C.	Plymouth, Charles, Ch. of Eng.	Devonshire	2	2	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Staines, E. F.	- - - -	- - -	3	3	-	-
Stammer, A.	Brighton, Practising, Infants, Ch. of Eng.	Sussex - - -	3	3	18	1
Stammer, T.	Brighton, Training School, Ch. of Eng.	Sussex - - -	1	3	-	-
Stanton, E.	Northampton, St. Giles, Ch. of Eng.	Northampton - -	3	1	-	-
Starling, M. A. C.	Norwich, Octagon Chapel S.	Norfolk - - -	-	-	1	18
Steddy, E.	- - - -	- - -	33	33	-	-
Steele, C.	Darlington, B. S. - - -	Durham - - -	3	3	-	-
Steele, E.	Stockingford, Ch. of Eng.	Nuneaton - -	-	-	1	33
Steele, H.	Edinburgh, Pleasance, Territorial.	Edinburgh - -	3	1	-	-
Steggall, E.	Bloomsbury, Par., Ch. of Eng.	London - - -	2	3	-	-
Stevens, E.	Alton, Ch. of Eng. - - -	Hampshire - -	-	-	1	18
Stevens, E.	- - - -	- - -	33	3	-	-
Stevens, H.	- - - -	- - -	3	33	-	-
Stevens, J.	(Student, Salisbury) - -	- - -	-	-	1	-
Stevens, M. A.	(Student, Salisbury) - -	- - -	-	-	1	-
Stevenson, R.	- - -	- - -	3	18	-	-
Stewart, J.	Salen, Female Industrial -	Argyllshire - -	3	1	-	-
Stiff, M. J.	Reading, St. Giles', Ch. of Eng.	Berkshire - -	3	3	-	-
Stirk, S. M.	Leeds, St. George, Ch. of Eng.	Yorkshire - -	3	2	-	-
Stocker, E. M.	Birmingham, St. Philip's, R.C.S.	Warwickshire -	2	1	-	-
Stocker, M.	Tooting, Ch. of Eng. - -	Surrey - - -	33	33	-	-
Stocks, L. D.	Kingsbridge and Dodbrooke, R. S.	Devonshire - -	3	33	-	-
Stocks, M. A.	Earls Shilton, Ch. of Eng. -	Leicestershire -	-	-	1	3
Stockwell, J.	(Student, Salisbury) - -	- - -	-	-	1	1
Stockwell, R.	Redlands, St. John's, Ch. of Eng.	Bristol - - -	-	-	1	18
Stokes, A.	(Student, Cheltenham) - -	- - -	-	-	1	3
Stokes, E.	- - - -	- - -	18	3	-	-
Stothard, S. S.	Brighton, Ch. Ch., Ch. of Eng.	Sussex - -	18	1	-	-
Stowell, R.	- - - -	- - -	18	1	-	-
Strachan, A.	Edinburgh, High Church, Sessional.	Edinburgh - -	3	2	-	-
Street, E.	- - - -	- - -	3	18	-	-
Street, M.	Chelmsford, Victoria, Ch. of Eng.	Essex - - -	1	3	-	-
Stretton, M. A.	- - - -	- - -	3	1	-	-
Strickland, E. C.	Nelsonby, Wes. - - -	Pocklington - -	-	-	1	3
Stripp, E.	Beaminster, Ch. of Eng. -	Dorset - - -	18	18	-	-
Stroud, M.	Stapleford, Ch. of Eng. - -	Wilton - - -	18	3	-	-
Struthers, M.	- - - -	- - -	3	1	-	-
Strutt, M.	Edensor, Ch. of Eng. - -	Bakewell - - -	1	3	-	-
Stuckbury, D.	- - - -	- - -	3	3	-	-
Stutter, F.	Cambridge, St. Paul's, Ch. of Eng.	Cambridge - -	3	2	-	-
Styche, S.	Eaton Bishop, Ch. of Eng. -	Hereford - -	2	1	-	-
Suffolk, H.	Godalming, Ch. of Eng. - -	Surrey - - -	3	3	-	-
Sullivan, E.	Ashbourne, Ch. of Eng. - -	Derby - - -	-	-	1	1
Sully, J.	Croydon, Archbishop Tenison's.	Surrey - - -	3	3	-	-
Summers, A.	Hucclecote, Ch. of Eng. - -	Gloucester - -	-	-	1	3
Sunley, S.	- - - -	- - -	3	3	-	-
Sunter, R.	Home and Colonial, Training, Ch. of Eng.	London - - -	1	2	-	-
Sutherland, E.	- - - -	- - -	2	3	-	-
Sutherland, J.	(Student, Edinburgh, F. C. Normal.)	- - -	3	1	18	18
Sutherland, M.	(Student, Edinburgh, F. C. Normal.)	- - -	1	3	-	-
Sweeney, R.	(Student, Edinburgh, St. Mary's, R.C.S.) - - -	- - -	-	-	1	1
Sykes, H.	- - - -	- - -	3	1	-	-
Tait, E. S.	Rycroft, B. S. - - - -	Ashton-under-Lyne	2	3	-	-
Tanner, J. E.	King Cross, St. Paul's, Ch. of Eng.	Halifax - - -	3	1	-	-
Tate, H. L.	St. Helier's, St. Mark's, Ch. of Eng.	Jersey - - -	3	3	-	-
Taylor, S.	Stepney, Redman's Row, Ch. of Eng. (Infant.)	Middlesex - -	2	3	3	1

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Taylor, A.	Jarrow, Chemical Company's B. S.	Durham	3	2	.	.
Taylor, A.	Wicker, Holy Trinity, Ch. of Eng.	Sheffield	2	1	.	.
Taylor, A. J.	Cronkbourne, Ch. of Eng.	Isle of Man	.	.	1	1
Taylor, A. S.	Petersfield, Ch. of Eng.	Hampshire	2	2	.	.
Taylor, A. W.	Didsbury, Endowed, Ch. of Eng.	Stockport	2	1	.	.
Taylor, C. A.	Scarborough, Ch. of Eng.	Yorkshire	3	3	.	.
Taylor, E.	Carlisle, Central, Ch. of Eng.	Cumberland	2	3	2	.
Taylor, E.	Ingrow, St. John's, Ch. of Eng.	Keighley	.	.	1	2
Taylor, L.	Spalding, Ch. of Eng.	Lincolnshire	3	2	.	.
Taylor, M.	Edinburgh, St. Paul's, District, F. C. S.	Edinburgh	3	3	.	.
Taylor, M.	- - - -	- -	2	1	.	.
Taylor, M.	Edinburgh, Free, St. Paul's District S.	Edinburgh	2	2	.	.
Taylor, S.	Gosport, St. Matthew's, Ch. of Eng.	Hampshire	3	1	.	.
Taylor, S.	Birmingham, Hurst Street, Domestic Mission.	Warwick	3	1	.	.
Taylor, S.	Hull, Holderness Ward, B. S.	Yorkshire	1	3	.	.
Taylor, V.	(Student, Edinburgh, F. C. Normal.)	- -	.	.	1	2
Teague, A.	Smethwick, Chances., Ch. of Eng.	Birmingham	3	2	.	.
Teague, M.	Halsall, Ch. of Eng.	Ormskirk	2	3	.	.
Teare, M. A.	(Student, Warrington)	- -	2	1	.	.
Tee, E. A.	Beccles, Ch. of Eng.	Suffolk	2	2	.	.
Teeling, E.	(Student, Home and Colonial)	- -	.	.	1	2
Teeton, E.	(Student, Home and Colonial)	- -	.	.	1	1
Temple, C.	Faversham, Central, Ch. of Eng.	Kent	1	3	.	.
Temple, E.	Weston, Ch. of Eng.	Bath	.	.	1	3
Templeton, J.	(Student, Glasgow, F. C. Normal.)	- -	.	.	1	1
Tennant, H.	Alverstoke, Ch. of Eng.	Gosport	.	.	1	3
Tennant, M. A.	Great Marlow, Ch. of Eng.	Buckinghamshire	3	3	.	.
Tennison, E.	- - - -	- -	3	1	.	.
Tennison, L.	Bristol, Benevolent Society of St. James' and St. Paul's, Ch. of Eng.	Gloucester	2	2	.	.
Thear, C.	Leavesden, Ch. of Eng.	Watford	.	.	1	3
Thear, M.	Whitelands, Upper Practising S., Ch. of Eng.	Chelsea	1	2	.	.
Thewlis, E.	Altcar, Ch. of Eng.	Ormskirk	2	2	.	.
Thomas, F.	Elsecar (Infants), Ch. of Eng.	Barnsley	3	3	.	.
Thomas, I.	Dukinfield, St. John's, Ch. of Eng.	Stockport	2	2	.	.
Thomas, J.	Birmingham, St. Paul's, Ch. of Eng.	Warwickshire	.	.	1	2
Thompson, A.	Cheltenham, Practising.	Cheltenham	.	.	1	2
Thompson, S. A.	Banbury, Ch. of Eng.	Oxford	3	2	2	2
Thomson, I.	Annan, Infant and Industrial, Ch. of Scot.	Dumfries	3	1	.	.
Thomson, M.	(Student, Edinburgh, F. C. Normal.)	- -	2	2	.	.
Thomson, M. A.	- - - -	- -	3	1	.	.
Thorn, J.	- - - -	- -	2	3	.	.
Thorne, H.	Bristol, and Gloucester, and Oxford, Training S.	Bristol	.	.	1	1
Thornton, E.	- - - -	- -	2	3	.	.
Thornton, M.	(Student, Warrington)	- -	.	.	1	2
Thorp, S.	Hoxton, St. John's, Ch. of Eng.	London	3	1	.	.
Thorpe, S.	Castleton-Moor, B. S.	Lancashire	.	.	1	3
Thwaites, E.	- - - -	- -	3	1	.	.
Tilburn, A.	Ackworth, Ch. of Eng.	York	3	2	.	.
Tillett, A.	Dawley Bank, Ch. of Eng. Infants.	Wellington	3	1	.	.
Tilley, R.	Faversham, B. S.	Kent	3	3	.	.
Tims, J. M.	Tenterden, B. S.	Kent	3	2	.	.
Tindale, A.	- - - -	- -	3	1	.	.
Tinker, M.	Leeds, Little London, St. Matthew's, Ch. of Eng.	Yorkshire	3	1	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Tinkler, E. E.	West Hackney, Ch. of Eng.	Middlesex	.	.	1	2
Titley, M. J.	Combe Bisset, Ch. of Eng.	Salisbury	2	3	.	.
Toby, E.	Hull, St. James', Ch. of Eng.	Yorkshire	3	1	.	.
Tod, E.	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	2
Todd, A. P.	Bristol, St. Augustine's, Ch. of Eng.	Bristol	.	.	1	2
Todd, C.	Glasgow, St. George's (City Road), F. C. S.	Lanarkshire	3	2	.	.
Todd, I.	(Student, Edinburgh, G. A. Normal).	-	2	2	.	.
Tomes, H. M.	-	-	2	3	.	.
Tomlinson, A.	-	-	3	3	.	.
Tomlison, A.	Bury, Holy Trinity, Ch. of Eng.	Lancashire	3	3	.	.
Tomlison, J.	Bury, Holy Trinity, Ch. of Eng.	Lancashire	3	3	.	.
Torpey, M.	Hazlewood, R. C. S.	Driffield	.	.	1	1
Tough, A.	Carnoustie, F. C. S.	Forfarshire	3	3	.	.
Tovell, H.	Bethnal Green, Abbey St., B.S.	Middlesex	3	1	.	.
Tower, E.	Fox and Knot Court, B. S.	Red Lion Square, London.	2	3	.	.
Town, A.	Strood, Ch. of Eng.	Rochester	3	3	.	.
Trayt, T.	Marylebone, Ch. Ch., Ch. of Eng.	London	1	3	.	.
Tregenza, S.	Pool, Ch. of Eng.	Truro	1	3	.	.
Trinder, E.	Sheepshed, Ch. of Eng.	Leicestershire	1	2	.	.
Tunkin, J.	Lisson Grove, St. Paul's, Bentinck S.	London	.	.	1	3
Turner, A.	Hammersmith, St. Peter's, Ch. of Eng.	London	2	3	.	.
Turner, L.	Bexley Heath, Ch. of Eng.	Dartford	3	3	.	.
Turner, R. A.	-	-	3	3	.	.
Turner, S.	Bath, Octagon, Chapel, Ch. of Eng.	Somersetshire	3	3	.	.
Turner, S.	Stapleford, Ch. of Eng.	Nottingham	2	3	.	.
Twinch, S.	Greenwich, Trinity, Ch. of Eng.	Kent	3	3	.	.
Twisden, C.	St. Martin's-in-the-Fields, Northern District, Ch. of Eng.	Middlesex	2	2	.	.
Tye, J. A.	Norton-in-the-Moors, Ch. of Eng.	Newcastle-under-Lyne	3	2	.	.
Tyldsley, M.	Bolton-le-Moors, Emanuel, Ch. of Eng.	Lancashire	2	2	.	.
Ullyett, M. A.	Datchet, Ch. of Eng.	Slough	3	2	.	.
Underwood, A.	Northampton, All Saints', Ch. of Eng.	Northampton	2	1	.	.
Underwood, E.	(Student, Whitelands)	-	.	.	1	2
Urmson, B.	Widnes Docks, Ch. of Eng.	Warrington	.	.	1	2
Urquhart, C.	Fraserburgh, St. Peter's, Epis. S.	Aberdeen	.	2	1	2
Usher, J.	-	-	3	2	.	.
Uther, D. E.	-	-	3	1	.	.
Vallance, G. A. C.	Edinburgh, Fountain Bridge, F. C. S.	Edinburgh	2	3	.	.
Vary, M.	-	-	3	2	.	.
Veal, E. B.	Tonbridge Wells, Parochial S.	Kent	3	1	.	.
Vernon, A.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	2
Verral, C.	Liverpool, St. Martin's, Ch. of Eng.	Liverpool	3	3	.	.
Vial, E. E.	Bosbury, Girls, Ch. of Eng.	Hereford	3	3	.	.
Vick, M.	Alton, Ch. of Eng.	Hampshire	3	3	.	.
Vincent, R.	Maddington, Ch. of Eng.	Devizes	3	3	.	.
Viney, E.	Beaminster, Ch. of Eng.	Dorset	.	.	1	2
Virgo, E.	Tiverton Elmore, B. S.	Devon	3	1	.	.
Vivian, S.	Bath, Lyncombe, St. Mark's (Infants), Ch. of Eng.	Somersetshire	3	2	.	.
Waddell, I. B.	Carlisle, B. S.	Cumberland	3	1	.	.
Waddie, L.	Liverpool, Toxteth, B. S.	Lancashire	3	2	.	.
Wade, F. M.	Salford, Ch. Ch., Ch. of Eng.	Manchester	3	1	.	.
Wade, M. A.	St. John's Wood, St. John's, Ch. of Eng.	London	2	1	.	.
Wade, M. A.	Salford, Ch. Ch. (Infants), Ch. of Eng.	Manchester	3	1	.	.
Wade, S.	Limehouse, St. Ann's, Ch. of Eng.	London	2	3	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Waite, A.	Swindon, Infants, B. S.	Wiltshire	.	.	1	3
Waite, E.	Merthyr Tydfil, St. David's, Ch. of Eng.	Glamorganshire	2	3	.	.
Waite, E.	Tunstall, Ch. of Eng.	Stafford	.	.	1	3
Wales, M. J.	Ewell, Ch. of Eng.	Surrey	2	3	.	.
Walker, A.	(Student, Edinburgh, F. C. Normal.)	-	3	3	.	.
Walker, A. R.	Farnham, Ch. of Eng.	Surrey	3	3	.	.
Walker, E.	Lambeth, St. Thomas', Ch. of Eng.	Surrey	.	.	1	3
Walker, G.	Edinburgh, St. Columba's Epis. S.	Edinburgh	.	.	1	3
Walker, J.	Wakefield, All Saints, Ch. of Eng.	York	.	.	1	3
Walker, M.	-	-	2	1	.	.
Walker, M. A.	Silverdale, Ch. of Eng.	Newcastle-under-Lyne.	.	.	1	3
Wallace, E.	-	-	3	2	.	.
Wallace, J.	(Student, Glasgow, G. A. Normal.)	-	.	.	1	3
Wallace, M.	(Student, Bishop Stortford.)	-	.	.	1	2
Wallington, E. L.	Henfield, Infant, Ch. of Eng.	Sussex	.	.	1	3
Walsh, E.	Manchester, St. John's, Ch. of Eng.	Lancashire	3	3	.	.
Walton, M.	Ilkestone, B. S.	Nottingham	2	3	.	.
Wannop, J.	-	-	3	3	.	.
Ward, M. M.	Chewstoke (Free), Ch. of Eng.	Bristol	3	1	.	.
Warde, S.	Newbold-on-Stour, Ch. of Eng.	Worcestershire	.	.	1	2
Warming, L. S.	Huntingdon, Girls, Ch. of Eng.	Huntingdon	3	3	2	2
Warner, A.	Stalbridge, Ch. of Eng.	Shaftesbury	3	3	.	.
Warriner, A.	Longsight, St. John's, Ch. of Eng.	Manchester	3	1	.	.
Warrington, M. L.	Southwell, Ch. of Eng.	Nottinghamshire	2	1	.	.
Warry, M.	Minchinhampton, Ch. of Eng.	Gloucestershire	3	2	.	.
Watson, A. S.	Borough Road, Training	Surrey	3	2	.	.
Watson, E.	-	-	3	1	.	.
Watson, E.	Dursley, Ch. of Eng.	Gloucester	2	3	.	.
Watson, F.	Durham, St. Oswald's, Ch. of Eng.	Durham	2	3	.	.
Watson, H.	Leigh, Ch. of Eng.	Rochford	3	3	2	1
Watson, I.	-	-	3	2	.	.
Watson, I.	Renton, Public S.	Dumbartonshire	2	3	.	.
Watson, J.	-	-	2	3	.	.
Watson, M. H.	(Student, Whitelands)	-	2	3	.	.
Watt, A. E.	Birdbrook, Ch. of Eng.	Halstead	.	.	1	3
Watt, J. G.	(Student Glasgow, F. C. Normal.)	-	.	.	1	2
Watts, M. A.	(Student, Home and Colonial)	-	.	.	1	2
Watters, E. E.	-	-	-	-	2	1
Waugh, I.	(Student, Edinburgh, F. C. Normal.)	-	2	3	.	.
Weaver, J.	(Left England)	-	3	2	.	.
Webb, C.	-	-	2	2	.	.
Webb, J.	Marlborough, St. Mary's, Ch. of Eng.	Wiltshire	2	3	.	.
Webb, J. E.	(Student Borough Road)	-	.	.	1	1
Webber, E.	-	-	3	2	.	.
Webber, J.	(Student Cheltenham)	-	.	.	1	3
Webster, A.	Aberdeen, West. Par. Scss.	Aberdeen	3	1	.	.
Webster, A.	Alvah Linhead, Girls, Ch. of Scot.	Banff	2	3	.	.
Webster, A.	(Student, Warrington)	-	3	3		1
Webster, C.	Roberton, F. C. S.	Lanark	3	2		3
Webster, H.	(Student Derby)	-	.	.	2	3
Weir, B.	(Student, Edinburgh, F. C. Normal.)	-	2	2	.	.
Weir, F.	Crewe, Ch. of Eng.	Cheshire	2	1	.	.
Wellard, M.	Kensington, Free Ch. of Eng.	London	2	2	.	.
Wells, E.	-	-	1	3	.	.
Wells, M. A.	(Student Salisbury)	-	.	.	1	2
Wemyss, C. K.	-	-	3	1	.	.
Wemyss, C. K.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	3

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Wilson, M.	Pontefract, Ch. of Eng.	Yorkshire	3	3	.	.
Wilson, M.	Monikie (Female), F. C. S.	Forfar	2	3	.	.
Wilson, J. A.	Inverness, The Bishop's Sch.	Inverness	2	1	.	.
Wilson, M.	(Student, Glasgow, F. C. Normal.)		2	2	.	.
Wilton, C. D.	Ecclefechan, Inft. and Indust.	Dumfries	3	3	.	.
Windsor, E.	Bristol and Gloucester and Oxford, Training.	Bristol	.	.	1	1
Winstanley, S.	Preston, St. Paul's, Ch. of Eng.	Lancashire	3	1	.	.
Winter, J.	(Student, Bishop Stortford)		.		1	3
Winter, R. H.	Douglas, St. George's, Ch. of Eng.	Isle of Man	3	2	.	.
Withers, S.	Crowan, Ch. of Eng.	Camborne	.	.	1	1
Woehrle, H.	Ipswich, St. Peter's, Ch. of Eng.	Suffolk	3	3	.	.
Wood, A.	Shelton, Ch. of Eng.	Newcastle-under-Lyne.	3	1	.	.
Wood, H.	Kingswinford, St. Mary's, Ch. of Eng.	Staffordshire	3	2	.	.
Wood, J.	Wolverhampton, St. Paul's, (Infants), Ch. of Eng.	Staffordshire	3	3	.	.
Wood, M.			3	3	.	.
Woodhouse, J.	Crewe (Inft.), Ch. of Eng.	Cheshire	.	.	1	3
Woodward, J.			3	1	.	.
Wooler, H.	Comberton, Ch. of Eng.	Caxton	.	.	1	3
Woolford, E.			3	1	.	.
Woolley, M. A.	Lamborne, Wes.	Berkshire	3	3	.	.
Worboys, S.	Pebworth, Ch. of Eng.	Bedfordshire	.	.	1	3
Worden, J.			3	2	.	.
Worral, E.	Warrington, P. S.	Warrington	3	3	.	.
Wrench, E.	Hastings, St. Clement's and All Saints, Ch. of Eng.	Sussex	1	3	.	.
Wright, C.			3	3	.	.
Wright, E. A.	Walsall, St. Mary's, R.C.S.	Staffordshire	.	.	1	2
Wright, F.			3	2	.	.
Wright, F. H.			3	3	.	.
Wright, H.	(Student, Cheltenham)		3	1	2	2
Wright, M.	Flockhouse, F. C. S.	Fifeshire	3	1	.	.
Wyatt, H.	Netherbury, Ch. of Eng.	Beaminster	2	2	2	1
Wylde, S. A.			3	3	.	.
Wylie, C.	(Student, Glasgow, F. C. Normal.)		2	1	.	.
Wynn, S.	Bridlington (Infant) Ch. of Eng. S.	Yorkshire	.	.	1	1
Yelland, M. A.	(Student, Cheltenham)		.	.	1	1
York, A.	Lambeth Chapel, Wes.	Surrey	3	2	.	.
Young, C.	Ledbury, Ch. of Eng.	Hereford	3	2	.	.
Young, E.	Renfrew, Old Burgh (Female), Ch. of Scot.	Renfrew	3	1	.	.
Young, M.	(Student, Edinburgh, F. C. Normal.)		3	2	2	2
Young, M.	Student, Glasgow, F.C. Norm.)		.	.	1	2
Young, M. A.	(Student, Edinburgh, G. A. Normal.)		.	.	1	2
Young, M. M.	Forest Gate, Ch. of Eng.	Essex	3	2	.	.
Younger, J.	Habergham, All Saints' (Infants), Ch. of Eng.	Lancashire	2	3	.	.
Youngson, E.			3	3	.	.

APPENDIX TO ANNUAL CALENDAR.

CLASS LIST

Of Students in Normal Schools, and Teachers in Elementary Schools, examined before Her Majesty's Inspectors of Schools, at Christmas 1855.

The letter (D.), *after a Student's or Teacher's name, indicates that he has been awarded a Certificate of Competency as a Teacher of Drawing.—(Minute of 28 January 1854.)*

I. MALE TRAINING SCHOOLS.

Battersea.

Students of the Second Year.

FIRST CLASS.

Bilton, Charles.
Hudson, William.
Lewis, Thomas George.

SECOND CLASS.

Allott, James.
Armstrong, David.
Bailey, William.
Baker, Charles Kirkham.
Brooks, William.
Chadwick, Thomas Michael.
Cheal, James.
Cockman, Abraham.
Constable, John.
Cox, Frederick.
Daintith, William.
Northey, John.
Rodgers, William.
Smith, Jonathan.
Wheaton, Samuel Bird.

THIRD CLASS.

Barrett, James.
Benford, Thomas.
Bridge, James.
Broom, George.
Gadsby, John.
Graham, Richard Davies.
Greenstreet, William A.
Gregory, William.
Hart, Edward.
Hewett, William.
Jackman, Henry.
Jackson, James.
Jerman, Hugh (D.)
Lewis, James.
Noyce, Alfred.
Oldham, Thomas.
Pascoe, John.
Phillips, Joseph.
Poston, Richard.
Sales, Henry Hemblemn.
Spicer, Robert.
Stote, Arthur.

Students of the First Year.

FIRST CLASS.

Cubbin, John.
Emery, John.
French, Robert James.
Heap, Charles John.
Howitt, Charles.
Hutton, William.
Kay, James.
Moss, James.

SECOND CLASS.

Ashton, Philip.
Bennett, Robert.
Best, Henry.
Church, George.
Emmerson, John.
Garaway, Francis.
Glidhill, Joseph.
Harrap, Thomas.
Howarth, Edwin.
Jennings, John.
Knowles, William.
Latter, William.
Maddern, Richard.
Onn, William.
Swaine, Absalom R.
Tetley, John Henry.
Thomas, John.
Thompson, Matthew.
Yeecock, James.
Wilson, Edwin.

THIRD CLASS.

Bassett, Thomas.
Beaumont, Thomas.
Bowden, Edward Rawlins.
Columbine, Herbert.
Dawson, James.
Day, William Slade.
Gilbert, James.
Hunt, James.
Large, James Joseph.
Lodge, Charles.
Long, Thomas.
Rayner, George.
Robinson, John Edwin.
Samson, Edward Augustus.
Slocombe, Henry.
Smith, Josiah.
Thomas, John.
Timm, Thomas.
Ward, William.

Caermarthen.

Students of the Second Year.

SECOND CLASS.

Evans, John.
Hickin, Henry.

THIRD CLASS.

Hill, Thomas.
Michael, John.
Rees, John Davies.

Students of the First Year.

THIRD CLASS.

Bamforth, Dan.
Coppard, Denis George.
Cox, Samuel James.
Davies, John.
Drury, Albert.
Ellis, Thomas.
Fontaine, William.
Francis, William.
Griffiths, David.
Hartnell, William Porter.
Huntley, George.
Morris, John.
Morris, Thomas.
Phillips, John.
Rees, William.

Caernarvon.

Students of the Second Year.

FIRST CLASS.

Davies, David.
Williams, Evan.

SECOND CLASS.

Jones, Charles.
Jones, Owen.
Owen, Moses.
Roberts, Robert, junior.
Roberts, Thomas.

THIRD CLASS.

Hughes, Richard.
Roberts, Robert, senior.

Students of the First Year.

FIRST CLASS.

None.

SECOND CLASS.

Edwards, Thomas.

THIRD CLASS.

Evans, Robert.
Jones, Griffith.
Owen, William.
Parry, William.
Thomas, Joseph.
Williams, Richard.

Chelsea (St. Mark's).

Students of the Third Year.

FIRST CLASS.

Smith, Christopher.

SECOND CLASS.

Dart, John.
Eckersley, Holland.
Pain, George.
Ridgway, Ambrose (D.)
Thrift, William James.

THIRD CLASS.

Mercier, Jerome John (D.)

Students of the Second Year.

FIRST CLASS.

Atkins, Edward.
Dewdney, George.

SECOND CLASS.
Gwinn, George.
Lewis, John.
Reeves, Henry (D.)
Smith, Samson Baradell.
Wormald, Joseph.
THIRD CLASS.
Atkinson, Joseph Batley.
Betts, Thomas.
Cooper, Alfred (D.)
Crees, James Stephens.
Franklin, Henry.
Haddon, Samuel James.
Jones, Pryce Llewellyn.
Kay, Henry.
Scaley, John Lawrence.

Students of the First Year.

FIRST CLASS.
Hatt, Frederick.
SECOND CLASS.
Bottomley, Dan.
Greenshields, James.
Lord, Richard Moody.
THIRD CLASS.
Browne, William Job.
Cock, James Lucas.
Hampton, Hemming Geo.
Hooper, William.
Mabbett, George Drew.
Pitt, Edward Charles.
Rayson, Thomas.
Roberson, Robert Bluett.

Durham.

Students of the Second Year.

FIRST CLASS.
Hopper, Thomas.
Lawson, Joseph (D.)
SECOND CLASS.
M'Whan, George.
Noble, William.
Watson, George Carr.
THIRD CLASS.
Amos, Andrew.
Garner, Christopher.
Holliday, William.
Southerton, Robert.
Wybergh, Richard.

Students of the First Year.

FIRST CLASS.
Davidson, George.
SECOND CLASS.
Bower, Matthew.
Jackson, Christopher.
Middlemass, Thomas Fawdon.
Pattinson, Thomas.
THIRD CLASS.
Carr, Andrew.
Dodd, Henry.
Smith, George.

Exeter.

Students of Second Year.

FIRST CLASS.
Lamsdale, Henry.
SECOND CLASS.
Gregory, James.
Hellyer, James.
M'Kenzie, James.
Morgan, William.
Sheward, Thomas.
THIRD CLASS.
Boundy, Samuel.
Carpenter, John.
Davies, Thomas.
Shopland, Samuel Baker.

Students of the First Year.

FIRST CLASS.
Mardon, Samuel.
Satterley, Charles Holmes.
SECOND CLASS.
Loney, Solomon.
Wills, John Philip.
THIRD CLASS.
Allen, Edwin Thomas.
Catford, William H. B.
Crump, James.
Downing, Sampson.
Finch, James.
Helps, William.
Jones, Lewis.
Larcombe, John Samuel.
Pearce, John.
Silver, William.
Westlake, Frederick.
Willcocks, Edward J. R.

Highbury.

Students of the Second Year.

FIRST CLASS.
Gover, Charles Edward.
Wright, George.
SECOND CLASS.
Hemming, Edward William.
Jarrett, Albert.
Laws, Thomas.
Osborn, Thomas.
THIRD CLASS.
Bransom, Richard.
Cherington, Frederick John.
East, William.
Higgins, George
Jago, John.
Kirkham, William.
Marshall, Joseph Seager.
Potts, Lewis William.
Roe, James.
Smith, Richard.
Stark, James.
Stickland, William Poole.
Ward, Thomas.
Watson, Edward Smith.
Young, Richard.

Students of the First Year.

FIRST CLASS.
Brown, Henry.
Kitson, George.
SECOND CLASS.
Cloran, Michael.
Cretchley, William Neale.
Duncan, William.
Lee, John Walter.
Meyer, Conrad.
Reynolds, David.
Todd, Thomas.
THIRD CLASS.
Ayers, John Breaks.
Branston, Zaccheus H.
Cox, Amos.
Duncan, Joseph Earlman.
Ford, Matthew.
Frost, William.
Goodall, Francis.
Jordan, William John.
Mayhew, Caleb Baskett.
Morphett, George.
Murphy, Felix Edward
Robinson, John.
Sharley, George.
Topley, Nicholas.
Weiss, Egmont.

Saltley.

Students of the Third Year.
THIRD CLASS.
Smith, John.

Students of the Second Year.
FIRST CLASS.
Bradley, James.
Horton, Francis Charles (D.)
SECOND CLASS.
Bellamy, William.
Hall, Henry Edward.
Mensing, John.
Tompsett, Frederick (D.)
THIRD CLASS.
Carey, Henry Brooker.
Cull, Alfred.
Long, John Kimmell (D.)

Students of the First Year.

FIRST CLASS.
Long, John.
Pember, John.
SECOND CLASS.
Collins, Joseph.
Smith, George.
THIRD CLASS.
Cooper, William.
Finney, David.
Gwyther, Henry Martyn.
Instone, George.
Mercer, Thomas William.
Miller, John.
Payne, George.

Winchester.

Students of the Second Year.

THIRD CLASS.
Fabian, Henry.
Worthington, Henry.

Students of the First Year.

FIRST CLASS.
None.
SECOND CLASS.
Bennett, Thomas.
Line, Charles Nicholas.
Marlow, William.
Pratt, William.
Sharpe, Richard.
Withers, Henry.
THIRD CLASS.
Churcher, Edwin.
Fencott, Richard.
French, John Thomas.
Harbor, Henry.
Leache, Walter Henry.
Mortimer, John.
Walters, George.

York.

Students of the Second Year.

FIRST CLASS.
Barnes, William.
Foster, Edwin.
Thompson, Joseph Hugill.

Haddon, Anne.
Lambert, Eliza.
Layton, Emma.
Long, Harriet Mary.
Newton, Charlotte Waylett.
Payne, Anne Mary.
Pike, Jane Louisa.
Polishon, Emma Caroline.
Whitehead, Sophia.
Williams, Martha Elizabeth.

Brighton.

Students of the Second Year.

SECOND CLASS.

Harden, Harriet.

THIRD CLASS.

Bull, Eliza.
Skinner, Caroline.

Students of the First Year.

SECOND CLASS.

Langridge, Mary Ann.
Payne, Caroline.

THIRD CLASS.

Athow, Mary.
Hopkins, Eliza.
Young, Jane.

Bristol and Gloucester, and Oxford.

Students of the Second Year.

FIRST CLASS.

Sayers, Elizabeth.
Thorne, Harriett.
Windsor. Elizabeth.

SECOND CLASS.

Bevan, Elizabeth Jane.

THIRD CLASS.

Morgan, Mary.

Students of the First Year.

Ruddle, Eliza.

SECOND CLASS.

None.

THIRD CLASS.

English, Frances Bilton.
Goldsworthy, Anne.
Palmer, Sarah Ann.

Cheltenham.

Students of the Second Year.

FIRST CLASS.

Fisher, Sarah.
Gaisford, Ellen.
Pugh Sarah.

SECOND CLASS.

Broughton, Mary.
Cole, Emma Ann.
Coveney, Julia.
Hartley, Grace Hannah.
Holdsworth, Elizabeth Anne.
Hooper, Sarah King.
Roberts, Margaret.
Stokes, Anne.
Thompson, Anne.

THIRD CLASS.

Bardsley, Sarah Anne.
Morris, Elizabeth Catherine.
Price, Jane.
Waite, Elizabeth.
Walker, Jessie.
Webber, Jane.
Willis, Maria.

Students of the First Year.

FIRST CLASS.

Booth, Lucy.
Hampson, Sarah Anne.
Morris, Elizabeth.
Roberts, Ellen Jane.
Tomlinson, Mary Frances.
Wright, Mary Jane.

SECOND CLASS.

David, Margaret.
Davies, Elizabeth.
Devereux, Elizabeth.
Dore, Elizabeth.
Ellis, Celia.
Ellworthy, Ann.
Fillingham, Eliz. Hannah.
Griffiths, Susan.
Halling, Elizabeth.
Parsons, Alice.
Small, Elizabeth.
Snow, Maria.
Titterton, Mary.
Wilcock, Emma.

THIRD CLASS.

Ball, Sarah Anne
Dyer, Agnes Martha Scilly.
Garner, Anne.
Gibson, Elizabeth Ann.
Ingram, Harriett.
Lloyd, Elizabeth.
Masters, Catherine.
Nolan, Elizabeth.
Oliver, Isabella.
Ridgley, Eleanor.
Sanderson, Annie.
Steer, Mary.
Thompson, Elizabeth.
Trobridge, Eliz. Harriet.
Twysden, Elizabeth.
Walker, Mary.
Woodhouse, Ellen.

Derby.

Students of the Second Year.

SECOND CLASS.

Healy, Caroline.
Judd, Emma.
Law, Selina.
Lomax, Hannah.

THIRD CLASS.

Capers, Lucy.
Hallows, Fanny.
Illingworth, Louisa Eliz.
Marsh, Mary Ann.
Parkes, Mary.
Walker, Martha Annie.
Wilde, Anne.

Students of the First Year.

FIRST CLASS.

Bowmer, Lucy Jane.
Hall, Alice.

SECOND CLASS.

Barrow, Mary.
Blackburne, Elizabeth.
Poole, Hannah.
Smith Emma.

THIRD CLASS.

Brookhouse, Catherine.
Brownson, Eliza Anne.
Johnson, Elizabeth.
Sharpe, Emma.

Home and Colonial.

Students of the Second Year.

FIRST CLASS.

Apthorpe, Ellen Jane.
Chell, Sarah.
Cox, Mary Anne.
Edgley, Rebecca Julia.
Haggerson, Eliz. Hannah P.
Russell, Maria Elizabeth.
Schofield, Isabella.
Shaw, Mary.
Simmonite, Mary Ann.

SECOND CLASS.

Bevan, Margaret Tegweld.
Bowden, Selina.
Burrell, Sarah.
Osmond, Emma.
Shields, Anne.
Teeling, Elizabeth.
Teeton, Eliza.
Tunkin, Jane.
Watts, Mary Ann.

THIRD CLASS.

Cook, Sarah.
Hooper, Jane.
Hubie, Sarah Anne.
Mosselman, Mary Ann.
Squire, Mary Elizabeth.
Thorpe, Sarah.

Students of the First Year.

FIRST CLASS.

Jones, Mary Grace.
Pigott, Elizabeth.

SECOND CLASS.

Ackhurst, Dinah.
Allen, Emma.
Baker, Harriett Selina.
Boulton, Hester Elizabeth.
Bradbury, Matilda.
Brown, Annie Jenkins.
Dale, Alice.
Douglas, Anne Perrot.
Furnstone, Elizabeth.
Hoare, Sarah.
Jones, Mary.
Pughe, Euphemia Russell.
Richards, Mary Anne.
Robinson, Susannah.
Stevens, Maria.
Truelove, Mary Anne.
Vincent, Anne.

THIRD CLASS.

Agar, Eleanor.
Askham, Eliza.
Bondfield, Jane.
Bryan, Angelina.
Crawshaw, Sarah.
Filmer, Anne Susannah.
Graham, Lydia Walton.
Hoose, Fanny Maria.
Hurst, Agnes.
Spracklin, Mary Anne.
Vass, Harriet.
Ventham, Mary.
White, Margaret Ann.
Whitlock, Sarah.
Wright, Susannah.

Norwich.

Students of the Second Year.

FIRST CLASS.

Harrison, Juliet Peeble

SECOND CLASS.

Nash, Eleanor.

THIRD CLASS.
None.

Students of the First Year.

FIRST CLASS.
Hallam, Mary.
Harding, Mary.
Hilldred, Anne.
Holbrook, Elizabeth.
Parish, Ann Elizabeth.
Reynolds, Mary Anne.

SECOND CLASS.
Crouch, Jane.
Davis, Sarah.
Hall, Caroline.
Jenman, Mahalah.
Jones, Sarah Anne.
Kerry, Matilda.
King, Fanny Grace.
Ludlow, Mary Jane.
Martin, Lucy Ann.
Mosley, Hannah.
Riley, Alice.
Rundle, Joanna.
Smith, Isabella Sarah.
Smith, Mary.
Spencer, Harriett.
Standley, Annie.
Wray, Jane.
Wood, Mary.

THIRD CLASS.
Akass, Annie.
Bearman, Louisa.
Bowen, Elizabeth.
Darley, Caroline Mackenzie.
Furlong, Elizabeth.
Green, Martha.
Henderson, Alexandrina.
Hulford, Martha Susan.
Maizey, Fanny Chapman.
Smith, Susan.

Westminster.

(WESLEYAN).

Students of the Second Year.

FIRST CLASS.
Hares, Sarah Maria.
Ledger, Mary.
Pester, Anne P.

SECOND CLASS.
Chanter, Mary M.
Hall, Harriet.

THIRD CLASS.
Austen, Maria.
Strickland, Elizabeth C.

Students of the First Year.

FIRST CLASS.
Fletcher, Eleanor.

SECOND CLASS.
Baker, Catharine Jane.
Forbes, Deborah.
Hankey, Sarah Jane.
Peat, Mary Ann Harrison.

THIRD CLASS.
Anelay, Annie.
Aylott, Sarah.
Beighton, Jane.
Boydell, Alice.
Bradshaw, Ellen.
Carter, Susan.
Davies, Elizabeth Williams.
Jones, Ellen.
Pasco, Ann.
Peters, Margaret.
Polley, Anne.
Snowden, Anne.
Upright, Emily Susannah.
Winter, Isabella.

TEACHERS in ELEMENTARY SCHOOLS in connexion with CHURCH OF ENGLAND.

SCHOOLMASTERS.

A.—Teachers above 35 Years of Age.

FIRST CLASS.

Du Chemin, Francis E.	Grouville, Ch. of Eng. (Jersey).
Short, Caleb	Chagford Parochial S.

SECOND CLASS.

Jackson, John	Ingrow N. S.

THIRD CLASS.

Allen, Joshua	Wateringbury N. S.
Baker, James	Stapleton, Dr. Bell's N. S.
Boylett, George	Montacute N. S.
Cleverley, Frederick C. (D.)	Stratford, St. John's N. S.
Creed, John White	Castle Combe N. S.
Davies, Charles E.	Coseley, Ch. Ch. N. S.
Denton, Nathaniel G.	Hanover Square, St. George's Dist. S.
Gilpin, Richard	Liverpool, Prince's Park, St. Paul's N. S.
Green, William	Oakfield, St. John's N. S.
Hayne, Richard	Launceston N. S.
Marsh, John	Hurstbourne Priors N. S.
Pardoe, Joseph	Ipswich, St. Margaret's N. S.
Price, William	Kensington Free S.
Spedding, John W.	Bradford, St. James' N. S.
Studdy, Alfred	St. Stephen's N. S. (Canterbury).
Taylor, Robert	Hemel Hempstead N. S.
Todd, William A.	Oughtibridge N. S.
Troughton, James	Chelsea, St. Saviour's N. S.
White, Charles	Westbury N. S. (Wilts).
Williams, Thomas	Rudbaxton N. S.
Woods, John	Llanfyllin N. S.

B.—Teachers under 35 Years of Age.

FIRST CLASS.

Castle, Jesse	Bishopstone N. S. (Farringdon).
Cowper, Joseph M.	Faversham Central N. S.
Day, William	Shrewsbury, St. Mary's N. S.
Francis, William	Ashbourne N. S.
Judd, Albert	Westminster, St. James' N. S.
Tunstall Robert	Sunningdale N. S.

SECOND CLASS.

Aulsebrook, William - Haigh N. S.
Baugust, Henry J. - Kegworth N. S.
Beasley, Charles H. - Erdington N. S.
Bigwood, George - Walton, Ch. of Eng.
Brears, William - Woodford N. S.
Clarke, Charles D. - New Wortley N. S.
Cleave, Thomas W. - Bishopthorpe, Ch. of Eng.
Garrod, Joseph F. - Greenwich, West Branch, Roan's Grey Coat S.
Hall, Joshua - Leigh N. S.
Hawkes, Benjamin - Cheltenham Training S. (Former student).
Hoyle, Thomas F. - Shincliffe Par. S.
Johnson, William - Chester, St. Paul's N. S.
Lacey, George - West Pinchbeck N. S.
Pape, John T. - Stanley, St. Peter's N. S.
Pinson, William - Egham, Ch. of Eng.
Seal, Charles - Great Brington N. S.
Shirley, Matthew - Rawmarsh Free Grammar S.
Smith, Cornelius - Billericay N. S.
Smith, William - Martock N. S.
Stewart, Henry - Clun N. S.
Tennant, Edwin - Plymouth, Holy Trin. Ch. of Eng.
Thompson, John R. - Tamworth, Sir R. Peel's S.
Trollope, Arthur - Worstead, Ch. of Eng.
Tyler, William - Stoke Pogis N. S.
Varty, George F. - Tenterden N. S.

THIRD CLASS.

Allison, Joseph - Rylstone Dist. S.
Akrigg, Samuel - Firbank N. S.
Astbury, Joseph - Northop N. S.
Bateson, Thomas R. - Wrawby N. S.
Bathgate, Walter - West Derby, St. John's N. S.
Baxter, James - Wirksworth N. S.
Bedford, William - Barnsley N. S.
Bell, Robert John - Hull Nautical S.
Bürck, William Martin - Shipton-under-Wychwood N. S.
Burn, Joseph M. - Bishop Auckland, Bishop Barrington, Ch. of Eng.
Clarke, James - Stow-on-the-Wold N. S.
Crowther, Benjamin - Hawes N. S.
Dickens, William - Manchester, St. James's N. S.
Dowling, Thomas G. - Aberdare, Ch. of Eng.
Facott, William - Deeping, St. James's N. S.
Fearn, Joseph - Southowram.
Franklin, Benjamin - Audley N. S.
Gallop, Edward - Barley, Ch. of Eng.
Gardner, Maxwell - Bedale N. S.
Gorham, Charles - Great Berkhampstead and North Church N. S.
Gosling, John - Gilmorton Parish S.
Graves, Caleb - Bowood, Ch. of Eng.
Green, John - Royston N. S.
Greenswood, Ambrose - Wharton, Ch. of Eng. S.
Gwyther, William James - Penkhull, Ch. of Eng. S.
Hall, William - Wolstanton N. S.
Hargreaves, James - Hoddlesden N. S.
Hellewell, Isaac - Kirklington N. S.
Honeysett, Charles R. - Catsfield N. S.
Jackson, William - Tintwistle N. S.
Jenkins, Charles - Chester, St. Mary's N. S.
Johnson, William - East Malling N. S.
Jones, Griffith W. - Bodfean N. S.
Jones, Henry - Stony Middleton N. S.
Kellow, Edward S. - Fordingbridge N. S.
Kinchett, Henry - Sedlescomb N. S.
King, John - Weybridge N. S.
Laycock, Peter - Rotherhithe, Trinity N. S.
Leek, Thomas - Eastwood N. S.
Longley, John - Rainham N. S.
Lovell, George H. - Hull, St. James's N. S.
Mawrey, Joseph - Betley N. S.
Moore, Samuel - Brierley Hill N. S.
Morgan, James - Cosheston N. S.
Osmond, William - Newark, Ch. Ch. N. S.
Parham, William - Dover, Trin. Dist. N. S.
Pegg, William H. - Newark N. S.
Pinney, John G. - Halberton N. S.
Purnell, Joseph - Kirkham, Mixed.
Richards, James P. - Sugley, Ch. of Eng.
Roberts, Edward - Herne Bay, Ch. of Eng.
Robinson, John - Pimlico, Eaton Chapel S.
Rooks, John - Tiverton N. S.

Saunders, John William	West Brompton, St. Mary's N. S.
Screeton, George	Lowtown N. S. (Pudsey).
Simpson, James N.	Upton-on-Severn N.S.
Smith, John	Giggleswick Endowed S.
Stevenson, Thomas	Upton Park Academy.
Summerscale, Samuel	Keighley, N.S.
Tubb, John	Edgbaston N. S.
Twemlow, Jesse	Essington N. S.
Tye, Charles	Norton-in-the-Moors N. S.
Uncless, George	Finedon N. S.
Wallace, John	Malew Grenaby N. S. (Isle of Man).
Warren, Charles	Lydd N. S.
Wells, Thomas H. D.	Sheerness N. S.
Whitehead, Henry	Oswaldtwistle, New Lane N S.
Williams, John	Cwmbach N. S.
Williamson, Samuel	Beeston N. S.
Willmer, John	Elson N. S.
Wilkinson, William	Denholme Gate N. S.
Wood, William	Wethersfield N. S.

C.—Teachers (previously certificated) who have passed in papers of Second Year.

THIRD CLASS.

Lulham, Robert	Bisley N. S.
Mills, George	Crayford N. S.
Walters, William	Southwark, St. Jude's N. S.
Yates, Edward	Hulme, St. Mark's N. S.

D.—Teacher (previously certificated) who has passed in papers of Third Year.

THIRD CLASS.

Seddon, Robert	Chelsea, St. Mark's Pract. S.

SCHOOLMISTRESSES.

A.—Teachers above 35 years of age.

SECOND CLASS.

Rushbrooke, Harriett	Lambeth, Archbishop Tenison's S.

THIRD CLASS.

Bere, Ann Jane	Bishopwearmouth, Rectory Park S.
Brooke, Mary	Oulton, St. John's N. S.
Davies, Emma	Bristol, Ragged S.
Francis, Susannah	Reading, St. Lawrence N. S.
Hannaford, Agnes	Exeter, St. James's N. S.
Sims, Elizabeth	Verwood, N. S.

B.—Teachers under 35 years of age.

FIRST CLASS.

Goddard, Maria	Salisbury Training S.
Lloyd, Elizabeth Ann	Derby, Diocesan Training S.

SECOND CLASS.

Beeson, Elizabeth	Leeds, Ch. Ch. N. S.
Ives, Harriett	Irlam-o'-the-Heights, Sir B. Heywood's S.
Potter, Mary Ann	Sheffield, Trinity Infant S.
Redman, Helen Mary	Enfield N. S.
Rickard, Sally Clark	Wythyham, St. Michael's N. S.
Sunderland, Thirza	Oakworth N. S.
Wood, Sophia	London, St. Sepulchre's Par., Girls' S.

THIRD CLASS.

Baguley, Alfred - Manchester, Lancasterian S.
Bell, William - Hill Top Wes. (West Bromwich).
Brooks, Charles - Runcorn Wes. S.
Brooks, Alfred Derviche - West Metropolitan Jewish S. (London).
Carr, John - Hafod Copper Works S. (Swansea).
Combs, George - West Ham and Stratford, Boys B. S.
Drage, John - Croydon B. S.
Fillmore, George - West Bromwich Summit School.
Frederick, William T. B. - Lewannick Wes. S. (Launceston).
Frost, Richard - Milton and Gravesend B. S.
Gossling, Stephen - Sherstone B. S. (Malmesbury).
Grindley, Thomas - Sheffield, Brunswick Wes. S.
Gwynne, Joseph - Tunbridge Wes. S.
Hardcastle, Charles Donald - Keighley Wes. S.
Hurworth, Christopher - Seacombe Wes. S. (Birkenhead).
Ingamells, Joseph - Nafferton Wes. S. (Great Driffield).
Neate, William - Corsham B. S.
Onions, Isaac - Coalbrookdale B. S.
Outhwaite, William - Elham B. S. (Canterbury).
Plowright, Robert H. - Griffydain Wes. S. (Ashby-de-la-Zouch).
Reeve, John - Willenhall Wes. S.
Roff, John E. - Bethnal Green, Abbey Street B. S.
Smith, Benjamin G. - Padiham B. S.
Tattersall, John - Sedbergh B. S.
Toy, Robert - Melton Mowbray B. S.
Walton, Thomas - Ilkeston B. S.

C.—Teacher (previously certificated) who has passed in papers of Second Year.

THIRD CLASS.

Chadwick, Jesse - Wednesbury Wes. S.

MISTRESSES of SCHOOLS *not* connected with CHURCH OF ENGLAND.

A.—Teachers above 35 years of age.

SECOND CLASS.

Carruthers, Cecilia L. - Swansea, Hafod Copper Works B. S.
Smith, Mary Ann - North Shields Presbyterian S.

THIRD CLASS.

Forster, Maria - Boston, B. S.

B.—Teachers under 35 years of age.

SECOND CLASS.

Holmes, Elizabeth - Ryecroft, B. S.
Talmedge, Ann Elizabeth - Farringdon Street, Harp Alley, B. S.

THIRD CLASS.

Akam, Mary Ann - Windsor, B. S.
Akrill, Mary - Lincoln Wes. S.
Brennan, Marianne - Hackney Road, Gloucester Street B. S.
Burrows, Sarah Jane - West Bromwich Wes. S.
Coghill, Agnes - Wrexham B. S.
Coombes, Mary Elizabeth - Oldbury Wes. Day S.
Dunn, Ann - Leominster B. S.
Evans, Margaret - Holyhead B. S.
Fricker, Mary Elizabeth - Swansea B. S.
Fulcher, Martha - Cherwell Infant S. (Banbury.)
Gill, Emma - West Metropolitan Jewish S. (Holborn.)
Hill, Amelia - Dartford Wes. Day S.
Hodges, Martha - Bridport Girls and Infants General S.
Jeffrey, Jane - Little London B. S.
Jones, Eliza - Camborne B. S.
Lamont, Mary - Rawtenstall, Holly Mount S.
Marriott, Lydia - Grimsby Wes. S.
Morris, Elizabeth - Runcorn Wes. S.
Moss, Eliza - Manchester New Jerusalem S.
Mott, Lucy - Folkestone B. S.
Willans, Mary - West Bromwich, Hilltop Wes. S.
Wise, Mary Ann - Westham and Stratford Girls B. S.

CALENDAR OF REGISTERED TEACHERS.

I.—TEACHERS, of 35 years of age and upwards, registered for CAPITATION GRANTS under Minute of 2 April 1853.

Masters of Schools connected with Church of England.

Names.	School.	Date of Registration.
Bald, Robert	Kirkpatrick, (Isle of Man) Ch. of Eng.	Easter, 1854.
Cordwell, John	Walsall Wood, Ch. of Eng.	"
Danson, Robert	Ingleton, Ch. of Eng.	"
Davies, Timothy J.	Llantrisant, Ch of Eng.	"
Deane, John	Dilwyn, Ch. of Eng.	"
Fleming, John	Lyncombe and Widcombe, Ch. of Eng.	"
Hawkins, John	Bristol, St. James' Infants, Ch. of Eng.	"
Hellier, Samuel	Lyncombe, St. Mark's, Ch. of Eng.	"
Holloway, Stephen	Truro, St. Mary's, Ch. of Eng.	"
Karran, Thomas William	Kirk Marown, P. S.	"
Litchfield, William Jas.	Brampton Brian, Ch. of Eng.	"
M'Rae, Robert George	Bethnal Green, St. Thomas, Ch. of Eng.	"
Mannering, George	Woodchurch, Ch. of Eng.	"
Moorhouse, Samuel	Musbury, Ch. of Eng.	"
Newton, John James	Eastover, St. John's, Ch. of Eng. (Bridgwater)	"
Pearce, Robert	Llanedwin, Duchess of Kent's S. Bangor	"
Plumridge, Henry	Hursley, Ch. of Eng. (Winchester)	"
Roberts, Samuel	Wallsall, St. Peter's, Ch. of Eng.	"
Rodgers, Charles	Nether Poppleton, Ch. of Eng.	"
Turnbull, Thomas	Withington, St. Paul's, Ch. of Eng.	"
Webster, Henry S.	Castle Cary and Almesford, Ch. of Eng.	"
Wright, William Henry	Aveley, Ch. of Eng.	"
Boote, William, J.	Helsby in Frodsham, Ch. of Eng.	Easter, 1855.
Clegg, Thomas	Lane Head, (Briercliffe) Ch. of Eng.	"
Cooke, George G.	Teignmouth, Par. S.	"
Fitzgerald, Joseph D.	Gloucester, St. James', Boys, Ch. of Eng.	"
Harding, Henry	Kennington, Regent Square, Ch. of Eng.	"
Hill, Thomas	Wordsley, Ch. of Eng., (Stourbridge)	"
Madge, Walter	Forthampton, Ch. of Eng.	"
Mee, William F.	Hambledon, Ch. of Eng.	"
Parker, Isaac	Linsdale, Ch. of Eng.	"
Thomas, Edward	Prestbury, Ch. of Eng.	"
Tredaway, George	Winslow, Ch. of Eng.	"
Wallis, Benjamin	Shaw, Ch. of Eng.	"
Baldwin, Thomas	Mitcheldean, Free Endowed	Christmas, 1855.
Dixon, James	Bromley (Middlesex), Ch. of Eng.	"
Edwin, James	Kingsteignton, Ch. of Eng.	"
Mears, Francis D.	Bishop's Waltham, Ch. of Eng.	"
Mollard, James	Northallerton, Ch. of Eng.	"
Owen, John	Amlwch, Ch. of Eng.	"
Parrott, John	Macclesfield, Crompton Road, Ch. of Eng.	"
Robinson, Thomas	Mildenhall, West Row, Ch. of Eng.	"

Masters of Schools NOT connected with Church of England.

Badcock, Henry Charles	Lyme Regis, B. S.	Easter, 1854.
M'Cann, Hugo G.	Wigan, Presbyterian, S.	Easter, 1855.
Parke, Penning	Minchinhampton, Boys, B. S.	"
Phillips, William	Haverfordwest, Zion's Hill B. S.	
Dyer, Samuel	Holme Hayton, Wes. S.	Christmas, 1855.

Names.	School.	Date of Registration.
Ford, John	Silkstone, Ch. of Eng.	Easter, 1855.
Forder, Felix	Horsell, Ch. of Eng.	"
Grainge, Thomas	Wem, Ch. of Eng.	"
Hawkins, James	Bristol, St, James' Infant, Ch. of Eng.	"
Hellier, Samuel	Bath, St. Mark's, Ch. of Eng.	"
Hill, John	Hilperton, Ch. of Eng.	"
Hill, William	Birmingham, St. Stephen's, Ch. of Eng.	"
Holloway, Stephen	Truro, St. Mary's, Par. S.	"
Hopwood, James	Calverley, Ch. of Eng.	"
Humphries, James	Gwersylt, Ch of Eng.	"
Keiller, John W.	Tetbury, Ch. of Eng.	"
Knowles, Edward	Welton-le-wold, Ch. of Eng.	"
Mellor, John	Lower, Slaithwaite, Ch. of Eng.	"
Mitchell, Joseph	Dodworth Town, Ch. of Eng.	"
Moore, Robert	Rotherhithe, Deptford Road, Ch. of Eng.	"
Morris, David	Llandefeilog, Ch. of Eng.	"
Myhea, Phillip	Castletown, St. Mark's, Ch. of Eng., (Isle of Man).	"
Nixon, William	Dukinfield, St. Mark's, Ch. of Eng.	"
Plumridge, Henry	Hursley, Par., Boys S.	"
Renton, John	Leadgate, Ch. of Eng.	"
Richard, Thomas Z.	Uckfield, Par. S.	"
Rodgen, Charles	Wyke, Ch. of Eng.	"
Sayce, James	Alcester, Ch. of Eng.	"
Scott, John	Low Moor, (Bradford), Ch. of Eng.	"
Shapland, John	Ottery, St. Mary, Ch. of Eng.	"
Short, Caleb	Chagford, Ch. of Eng.	"
Smith, Alexander	Staleybridge, St. Paul's, Ch. of Eng.	"
Taylor, William	Malin's Lee, Ch. of Eng.	"
Weigh, Edwin	Nailsea, Ch. Ch., Ch. of Eng.	"
Wood, Peter	Bonhall, Ch. of Eng.	"
Woods, John	Llanfyllin, Ch. of Eng.	"
Gregory, Joseph	Old Windsor, Ch. of Eng.	Christmas, 1855.
Heron, William	Christian Malford, Ch. of Eng.	"
Prior, Thomas	Ashdon, Ch. of Eng.	"
Sheldon, Henry	Lound S., (Chapeltown)	"
Squire, Thomas	Horncastle, St. Mary's, Ch. of Eng.	"

Masters of Schools NOT connected with Church of England.

Blackburne, Robert	Skipton, Wes. S.	Christmas, 1854.
Goulding, William	Lawtry, Wes. S.	"
Kay, William	Oldbury, Wes. S.	"
Sawyer, Thomas	Sudbury, B. S.	Easter, 1854.
Dawson, Frederick C.	Grantham, Wes. S.	Easter, 1855.
Dyer, Samuel	Holne, Wes. S.	"
Gregory, Edward	Pilkington, Park Lane, Wes.	"
Lacey, Solomon	Risborough, B. S.	"
Newman, Joseph C.	Castle Madoc, B. S.	"
Rawkins, Thomas G.	Fordingbridge, B. S.	"
Soar, Robert S.	Bushey, (Watford), B. S.	"
Wilcocks, James	Ibstock, (Ashby-de-la-Zouch) B. S.	"
Davies, Caleb Abel	Dukinfield, Factory, B. S.	Christmas, 1855.
Davies, William	Brecon, Sir John Davy's Endowed S.	"
Marshall, Robert	Tintwhistle, B. S.	"
Packer, John Widdowson	Nottingham, Derby Road, B. S.	"

Masters of Roman Catholic Schools.

Devlin, Mark	L therland, R. C. S.	Easter, 1854.
Giblin, John	Garstang, R. C. S.	"

III.—TEACHERS, under 35 years of age, provisionally registered for completion of their present engagements with Pupil-Teachers.

Masters of Schools connected with Church of England.

Names.	School.	Date of Registration.
Bramel, John	Tamworth, Ch. of Eng.	Easter, 1854.
Card, William S.	Collingham, Ch. of Eng.	"
Clarke, James	Stow-on-the-Wold, Ch. of Eng.	"
Cross, James	Weston-super-Mare, Ch. of Eng.	"
Edwards, Thomas	Forden, Ch. of Eng.	"
Ellis, William M.	Witney, Ch. of Eng.	"
Hill, Henry	Cam, Ch. of Eng., (Dursley)	"
Hussey, John	Lewknor, Ch. of Eng.	"
Lea, Peter	Neston, Ch. of Eng.	"
Nancock, Thomas	Tarporley, Ch. of Eng.	"
Rawlins, Edward J.	Henley-on-Thames, Ch. of Eng.	"
Shirley, Matthew	Rawmarsh, Grammar S.	"
Stevenson, Michael	Osmotherley, Ch. of Eng.	"
Stewart, Henry	Clun, Ch. of Eng.	"
Thomson, John R.	Cranbourne, Free S.	"
Twenlow, Jesse	Essington, Ch. of Eng.	"
Wallace, John	Grenaby, Ch. of Eng.	"

Masters of Schools NOT connected with Church of England.

Brown, Joseph B.	Hadleigh, B.S.	Easter, 1854.
Brown, William	Ventnor and Bonchurch Mec. Institute	"
Rogers, George	Frampton Cotterrill, B.S.	"

Mistresses of Schools connected with Church of England.

Barter, Alice	Brixham, Ch. of Eng.	Easter, 1854.
Brown, Mary	Manchester, St. Mark's Infant S.	"
Burchmore, Anne	Westbury-on-Trym, Infant S.	"
Cross, Laura	Weston-super-Mare, Ch of Eng.	"
Farley, Emma A.	Westbromwich, All Saints, Ch. of Eng.	"
Green, Hannah	Sandford, (Crediton) Ch. of Eng.	"
Howarth, Eleanor	Manchester, St. Ann's, Ch. of Eng.	"
Lees, Martha G.	Manchester, St. George's, Ch. of Eng.	"
Lerry, Mary B.	Hoyle Lake, Ch. of Eng.	"
Roberts, Sarah A.	Walsall, St. Peter's, Ch. of Eng.	"
Round, Georgiana	Bethnal Green, St. Jude's, Ch. of Eng.	"
Sidley, Sarah	Martley, Ch. of Eng.	"
Watton, Elizabeth J.	Stourport, Ch. of Eng.	"

Mistresses of Schools NOT connected with Church of England.

Bough, Emily	Sudbury, B. S.	Easter, 1854.

Mistresses of Roman Catholic Schools.

Gwinlan, Johanna	Ince, Blundell, R. C. S.	Easter, 1854.
Gwinlan, Mary	Crosby, R. C. S.	"
Hayes, Mary	Garstang, R. C. S.	"

SPECIAL REPORT, *on the* PRIZE-SCHEMES *in the Counties of* CHESTER, SALOP, *and* STAFFORD, *by Her Majesty's Inspector of Schools, the* Rev. J. P. NORRIS, M.A., Fellow of Trinity College, Cambridge ;—*for the Year* 1855–6.

SIR, Stafford, March 1856.

IN the course of the past year, the expediency of encouraging children to remain longer at school by the establishment of prize-schemes has come to be more generally recognized than heretofore. Schemes of this sort are proposed, if not already organized, in Northumberland, in Lancashire, in Yorkshire, and in Glamorganshire.

In New South Wales the Governor-General has suggested a similar scheme. The proposal was made in a private letter to the Bishop of Sydney, in which, after speaking of the very early age at which the children left school, and their irregularity while there, Sir William Denison observes:—

"Might not the remedy which has been found to answer well in Staffordshire, indeed in England generally, have some effect here. Our circumstances are rather different, but not to such an extent as to affect the operation of the prize, though the amount and character of the prize might require to be modified.

"My proposition is, that we should commence a system of prize-giving in Sydney. We shall probably be able to secure such an amount of subscriptions as will enable us to deal liberally with the children. I think if Mr. Goodman (the Inspector of Schools) would extract from Mr. Norris's pamphlet a summary of the results produced in England by the scheme as carried out there, and sketch out a project adapted to the state of things in the colony, this, if printed and circulated in the neighbourhood of Sydney, would, with the assistance of my name at the head as a subscriber of 25*l*., be likely to produce a fund which will enable us to start next year with a satisfactory examination. This might take place in November, and the prizes might be given at Christmas.

"Think over this, and let me know your opinion. I am more than ever of opinion that the question of questions in these colonies is education. Every day lost in the introduction of a good system will enhance the difficulty both of devising a system and of carrying it into effect.

"The prize scheme, however, can be commenced at once; it need not wait for legislative sanction. This is a great advantage."

In this country Lord John Russell has brought the subject into still more public notice, in one of the resolutions now under the consideration of the House of Commons.

It is, therefore, with a sense of increased responsibility that I bring before you the results of my further experience in the conduct of these examinations. In my own district, the very large increase in the number of candidates, and the general desire expressed in several other places, not hitherto

period of schooling, should have *cards* given to them certifying these facts; and that then a much smaller and more select number of these should be admitted to examination for *prizes*. In this way the cards, which experience proves to be very highly valued by the parents, will be brought within the reach of *all* deserving children; while the prizes will acquire increased value, and confer greater distinction, in proportion as we raise the standard of competition. My intercourse with the teachers and parents of the children encourages me to hope that the larger distribution of cards will, in their eyes, more than compensate the increased difficulty of obtaining prizes.

The scheme thus modified will assume the following form:—

1. Boys and girls who can produce certificates (signed by their teachers and ministers) that they have attended some school or schools under inspection regularly (*i.e.* 176 days, exclusive of Sundays, in each year), for a period of two years subsequently to their *ninth* birthday, and that they bear a good character, may receive honorary cards bearing witness to this effect, on the day fixed for the distribution of prizes.

2. Scholars who have fulfilled the above conditions, and whose attainments seem to justify it, may be presented by their teachers as candidates for the Bible prize. The examination for this prize will be confined to writing from dictation, reading, elementary arithmetic, the Book of Genesis, and the Gospel according to St. Matthew. Failure to win the Bible will not involve the forfeiture of the *card*. The fact of good character and attendance at school remains the same; and itis to this, and to this only, that the card will bear testimony.

3. Those who have in some previous year won the Bible prize will be admitted to a separate and higher examination for money prizes.

The details of this second examination I have not yet fully arranged. Four or five subjects will be proposed; for instance Holy Scripture, higher mathematics, drawing, and needlework, I propose that prizes should be assigned to each subject, so. that there should be Scripture prizes, mathematical prizes, drawing prizes, needlework prizes. Each candidate might try for one or two, but not for more than two, of these prizes. The reason for this limitation is one that I have often stated,

employment; and therefore it must be so framed as to afford a reasonable hope, that it will in a short time embrace a sufficient number of children to meet the demands of the labour market; and—

2nd. I am convinced that, in any scheme involving the award of certificates, the simpler and more elementary the conditions are the better. They should, if possible, only go to guarantee easily ascertainable facts, such as age and period of schooling.

If they aim at more than this, and recognize character or attainment, they at once involve a number of variable elements which are sure, sooner or later, to break down the scheme. It has occurred to me, that in the registration districts into which the whole country is divided, we have at once a machinery adequate to give effect to such a scheme with a very slight amount of additional labour. This, however, is a matter the feasibleness of which can only be tested by actual experiment. I am endeavouring to get the scheme fairly tried in the county of Stafford. And thus far I have met with far greater encouragement than I ventured at first to anticipate. My plan will be best understood from the following Circular, which I have sent to the Registrar of each of the sixty registration districts into which Staffordshire is divided, and which I propose to send through them to the teachers of *all the public elementary schools* in the county. Private schools cannot, of course, be included in the scheme:—

1. That every teacher of a public elementary school in Staffordshire should, on the 1st of January and on the 1st of July in each year, report to the Registrar of his district the names of all children of whom he could certify *that they had attended school regularly for two complete years subsequently to their ninth birthday* (regular attendance being defined to mean attendance on 176 days, exclusive of Sundays, during the year).

2. That the Registrar should be furnished with a book for the special purpose of registering all such children.

3. That a public meeting should be held twice a year in the school-room, at which "Tickets of Registration" (to be signed by the Registrar, the teacher, and the school managers) should be given to such children as might during the preceding half year have fulfilled this condition.

4. That teachers and managers of schools should have a discretionary power of withholding such tickets in any case in which they were dissatisfied with the scholar's conduct or progress.

5. That every opportunity be taken of urging upon employers of labour the duty of requiring all children seeking employment (whether in factories, in mines, in shops, in farm-work, or in domestic service,) to produce such tickets of registration; and that, whenever it might be possible, employers of labour should sign an agreement to this effect.

In order to give effect to the last clause of the Circular, I propose, so soon as the scheme of registration is organized, to endeavour, by public meetings or circulars or otherwise, to

I think, more marked than in any previous year. This may be shown statistically, and still more satisfactorily by the letters which I have received from the teachers. The number of candidates and their average age in the two last years appear from the following Table:—

—	Number of Candidates.		Average Age.			
	1854-5.	1855-6.	1854-5.		1855-6.	
			Boys.	Girls.	Boys.	Girls.
North Staffordshire - -	141	188	11¼	11¾	12	12¼
South Staffordshire, East -	307	326	12½	13½	12⅔	13
South Staffordshire, West -	130	130	12⅔	13	12⅔	13

As 1855 was the first year of the operation of the Shropshire prize-scheme, I am unable to include the results in the above comparative table. The number of candidates was 71 (viz., 36 boys and 35 girls); the average age of the boys was 12¼ years; of the girls 12⅓ years.

Perhaps a still more satisfactory statistical result is shown by a comparison of the proportion of candidates drawn from the mining or iron-working families of South Staffordshire in the two years respectively. The analysis for 1855 will be found in my last year's report, from which it appeared that only 6 per cent. belonged to the mining class, and only 8 or 9 per cent. were connected with ironworks. This year I find that—

8 per cent. were children of miners.
10 „ „ connected with ironworks.
16 „ „ workers in metal.
9 „ „ connected with glassworks.

That is, 43 per cent., or nearly one half of the candidates, may be considered to have come from the classes for which the prize scheme was primarily intended.

In Shropshire the proportion stood thus:—

Boys, per cent.	Girls, per cent.	—
20	19	Children of miners.
14	22	„ iron-workers.
14	—	„ metal-workers.
52	59	Connected with other trades.

whom it could be certified that they had attended school regularly for two years, bore good characters, and were eleven years of age! I sincerely hope that another year I may have a less unfavorable report to make of the schools connected with this wealthy and influential corporation.

I have the honor to be, &c.

J. P. NORRIS.

The Secretary to the
Committee of Council on Education.

Although the examination extended over five hours of hard work, and although some of the subjects specified in your programme were purposely left untouched, several of the candidates complained to me that the time allowed was quite insufficient. As soon as they had brought their thoughts to bear on any one subject, they were hurried on to another, and many answers were unfinished.

After giving the matter my best consideration, and gathering myexperience not from one but from some ten or twelve examinations for prizes of a like kind which I have conducted, I have no hesitation in saying that where the number of candidates is large, it is impossible to examine each in more than two subjects in the course of a day. Retaining, therefore, the general outline of your scheme, and adopting in the main your excellent classification of studies, I would suggest that in future years, prizes should be assigned to particular subjects. That there should be for instance on the side of science,—

1. Prizes for pure mathematics (algebra and geometry).
2. Prizes for mechanics and machine drawing, with special reference to the steam engine.
3. Prizes for chemistry.
4. Prizes for natural science (physical geography, geology, and astronomy).

And on the side of literature;—

1. Prizes for grammar (English, Latin, or French).
2. Prizes for English composition and knowledge of certain standard authors to be specified each year.
3. Prizes for history, including political geography and the elements of political economy.
4. Prizes for a more advanced knowledge of some portion of Holy Scripture.

I would propose that each candidate should choose two of these subjects (one in science and one in literature) for examination: and that by way of a preliminary test of admissibility, the whole number of candidates should have a simultaneous exercise in writing from dictation and in elementary arithmetic on slates, which need not occupy more than half an hour; that during another half-hour they should be examined orally in the book of Genesis and in the Gospel of St. Matthew, two or three questions of the most elementary kind being proposed to each, and that those who failed in this elementary trial should be excluded from the examination.

The reason for the preliminary trial is obvious, it is clearly undesirable to encourage young people to go on to higher subjects before they have mastered the lower, and to be ignorant of orthography, arithmetic, and the most elementary parts of Scripture may justly be considered discreditable.

The reason for requiring each candidate to take up *two* subjects, one in science and one in literature, will be seen when it is considered how essential it is to the development of sound sense, that a man's studies should not be *one-sided*, but evenly balanced, his attention being equally given to moral subjects on the one side, and mathematical subjects on the other, the former tending to give *wisdom*, the latter *precision*, to the judgment of the after man.

The day's work would, by this scheme, arrange itself as follows:—

9 to 10 A.M. Preliminary oral trial, not counting towards the prizes, but for the elimination of disqualified candidates.
10 to 12½. One of four papers on literature.
1½ to 4 P.M. One of four papers on science.

I hope in this way to fulfil your desire that the course of study should have a liberal rather than a specific character; and at the same time to confine the examination within such limits as may render it possible that whatever is done should be well done and thoroughly done.

With respect to the supplemental prizes given by your Council, I strongly advise that the examination for these should be harmonized with the examination for the Company's prizes.

If your prizes could take the form of one or two medals to be awarded by the Institution to one or two of the candidates, who should, in the opinion of the examiner, be judged to have most distinguished themselves in the above examination, together with honourable inscription of their names, in gold letters, on a board to be placed for this purpose in the room of the institution, I think it would tend mor

APPENDIX B.

EXTRACTS FROM TEACHERS' LETTTERS.

NORTH STAFFORDSHIRE.

Burslem, St. John's Parochial School.—"The prize-scheme appears to have had a good effect in this school: four who gained prizes are remaining to compete for the higher ones next year, and their success has induced others to remain longer at school for the purpose of competing next year."

"As far as I can judge of the effect of the prize-scheme, it is doing much good. The two boys who received Bibles last November are remaining in school, intending to compete for the money prize next examination; and several other boys are remaining at school, who (but for the inducements held out by the Prize Association) would have gone to work last Michaelmas."

Burslem, Wesleyan School.—"The effect on my school is threefold:—

"1. It has given to the school throughout a more cheerful and vigorous tone. There is amongst the older scholars a spirit of laudable emulation to excel each other in every exercise and lesson, a greater thirst for knowledge and love for learning. This fact has been noticed by the parents as well as by myself.

"2. It has had, and will continue to have, the effect of keeping the children at the school to a more advanced age. There is a general wish to remain at the school till they become qualified to present themselves for a prize. Two of my eldest boys, whose parents intended them to go to work the next Christmas, are continued at the school through being successful at the last examination.

"3. It has tended to raise the character of the school in the estimation of the parents and of the public generally. I have received many communications bearing on this point: one of the parents said that it 'was the proudest moment of her life when her boy brought home his beautiful Bible;' another said 'it made him wish he was a child again that he might try for such a prize.' I might mention other but similar expressions of parents and friends"

Chesterton National School.—"The prize-scheme is now beginning to tell upon that class for whose benefit it was originated, namely, the labouring class. I shall have this year among my candidates for prizes three that are the children of *colliers*, a thing we have not hitherto had; hitherto I have presented as candidates the children of small tradesmen and the higher class of artizans, carpenters, and bricklayers; just the children of that class who would have stayed at school probably without a prize scheme. It has taken three years for the scheme to reach the collier class. The children of colliers generally leave school at nine, or at most ten years of age. The prize-scheme did not find them at school, it found another class at school, and that is the class that has hitherto had all the prizes. It will, I think, now be seen that the prize-scheme has begun to affect the lowest class in our National schools."

Fenton National School.—"With regard to your question about the effect of the prize-scheme on my school, I can say nothing satisfactory, since the great drawback in my school is the oft-repeated complaint, the early removal of the children to the manufactories."

Norton-le-Moors National School.—"I believe it has induced greater regularity of attendance, and in several instances stimulated the parents to make exertions to spare their children for another year, in the hope that they may be successful competitors for a prize. E. M.'s mother thought she could neither afford time nor money for her to remain at school, on hearing which an elder brother offered to pay her school-pence himself rather than she should lose her chance of a prize. E. W., an unsuccessful competitor at the last examination is remaining at school another year, fully purposed to try her best at the next examination."

Newcastle National School.—"The boys throughout the school have been stimulated to work more industriously through the influence of the prize-scheme, particularly

Clergyman's Certificate.—"I have much pleasure in bearing testimony to the general good conduct and Christian character of ——— since he received one of the Stoke third prizes (a Bible). He has attended both the Sunday school and evening class regularly, is one of our monthly communicants, and, both in the church and out of it, in religious conduct and the pursuit of his trade with his father, he has shown great consistency. I have not the least hesitation in adding, that I believe the Stoke prize-scheme has greatly helped and encouraged him to this course."

Employer's Certificate (his father).—"It is with pleasure and thankfulness that I am able to bear testimony to the character of ———. Since March 1854, he has been under my own observation, during which time he has been very steady and attentive, and has made great progress in his business as a joiner; and I look forward to the time when, with God's blessing, he will be a comfort to me, and an example to the rest of the family."

South Staffordshire, East.

Messrs. Chance's Schoo's, Glass-works.—"The effect of the prize-scheme has this year been of a more marked character than it was in 1854. Considering the high price of provisions, I should not ordinarily have expected so high an average age as that which the school now reaches (average of first class twelve years); and I believe our success last year in the matter of the prizes has had much to do with this satisfactory result. Boys of the second class evince a greater desire than ever to be promoted to the first class, though at a higher fee."

Wolverhampton, St. Paul's Boys' School.—"The effect on the school generally has been to raise its reputation, and thus to enlarge its sphere of usefulness. To some extent it has strengthened the interest of the parents in the education of their children, and led them to co-operate with the teacher."

Wolverhampton, St. Paul's Girls' School.—"The prize-scheme has certainly raised our school in the opinion of the parents, for since they see the interest taken in their children they themselves make many sacrifices to send them to school more regularly; while upon the children the effect is most striking. Many are the tales I hear of early rising, and the denial of little pleasures, in order to be prepared for school-work, and to gain a character for punctuality and perseverance. And this has a good effect upon the younger ones, who imperceptibly follow the examples of the elder girls."

West Bromwich Wesleyan School.—"What has been the effect I can scarcely tell; this much I can say, that during the past year my school has increased almost one third. How far the prizes have influenced this I cannot say, but that they have influenced it I have no doubt."

Wednesbury, St. John's School.—"The effect on the school is certainly favourable. Still, a great difficulty has to be overcome. Though I am not prepared to propose any remedy, perhaps if I state the difficulty, you will see whether the prize-scheme will ever, in its present form, meet it. I find that more children leave school for work between nine and ten than at any other age. If they remain till eleven, they generally stay a year or two longer; but it is the second class that suffers, not the first. There can, however, be no question that the scheme has retained many children in my school who would otherwise have been at work."

Wolverhampton, St. George's School.—"Hitherto the effect has been good; but I regret to say that this year no inducement seems to have been sufficiently strong to have kept them at school.

Wednesbury, St. James' School.—"Several boys in the school are anxiously looking for the next examination.

Wednesbury, St. Bartholomew's School.—"As regards the effect produced on the school generally, I cannot undertake to say, having been the master but so short a time. This I know, that if it were not for the prize three or four of my first class would not now be with me; and several other lads seem anxious so to advance themselves as to be able to compete for them next year."

Wednesbury, Wesleyan School.—"I find that the effect of the prize-scheme is very good, as (1) it ensures a more regular attendance in the upper class boys; (2) it has a beneficial influence upon their work during the year; they keep the prize in

and has mastered nearly the whole of the first book of Euclid, with algebra as far as simple equations. Several have bought books on practical mechanics, and an evident interest is manifested in the subjects similar to last year's examination. Drawing has been very much attended to. I am sure you will find a great improvement in this over last year. Three boys attend an evening drawing class at Ironbridge. The parents of the prize children, all of them, evince a disposition to purchase any books I suggest; and they have all of them expressed their thanks for the attention paid to them at school. A kindlier feeling has been manifested by the parents towards both teacher and pupil-teacher. A larger amount of sympathy and support renders our task more pleasant. Our frequent visits in search of absentees are very well appreciated, and our motives are better understood: instead of being an irksome task, it is a real pleasure. We become better acquainted with the home life of our children; and our experience in the habits and labours of the locality enables us more surely to adapt our teaching to their requirements. I may add that I have not unfrequently been consulted as to the future of the children by their parents; and a real sympathy has been met with good feeling and respect."

Coalbrookdale Girls' School.—"The prize examination has, I think, been a means of keeping several of the older girls at school longer than they otherwise would. One was leaving school to learn dress-making, but has been induced to remain a year longer in consequence of the coming prize examination."

Coalbrookdale Boys' School.—"It has acted as a stimulus to exertion; and the boys are now working hard for the next examination."

Donnington Wood National School.—"I am sorry to say I see very little effect produced on the school generally. Just at the time a little stir was produced, but it gradually wore off, and they think very little of it. This I attribute, in a measure, to the fact that the parents of most of the children in the first class are earning plenty of money. One or two, I think, are striving for the next examination. One of these said to Jervis, 'Eh, John! you got the 3*l.* this year, I will have it next.'"

Appendix C.

EDUCATION IN THE POTTERIES.

In my report on the Staffordshire prize-schemes for the year 1853, I endeavoured to give, as faithfully as I could, a picture of the life of a Potteries child from its infancy upwards, showing how urgently needful it was that these poor children should be protected from the demoralizing and debilitating effects of their unnaturally early employment in the factories. At eight, and at seven, nay, even sometimes at six years old, these infants are working ten or twelve hours a day. At ten or twelve their strength of body and mind is often blighted for life. I wish emphatically to repeat here the conviction, which I then stated, "that nothing short of a legislative extension of the Factory Act to this district will rescue the mass of the children from the miserable condition of ignorance and materialism in which they are now suffered to grow up."

The following letter, which I have lately received from the Rector of Burslem, describes a state of things which will hardly be credited by those who did not know the district:—

"My Dear Mr. Norris,—During the last four years and three quarters 545 children have been received into our boys' school, *i.e.* about 115 per year. As the average attendance has been in the same time under 80, and the average number on the books about 100, it follows that the average continuance of each boy in the school is about nine months, clear of holidays. This is more than it was about three years ago.

"In the girls' school the continuance is for a still shorter time.

"And this is to be attributed to the early age at which the childrengo to work at the manufactories; for at the infant school, in the same building, the average continuance is about two years. Yet that infants' school suffers. Children are taken from it at

six, and even at five years of age, to set elder sisters at liberty to go into the factories to cut paper (the paper used for the printed-ware) and other things. I have known children go into the works as early as six years of age.

"The proper time of beginning work is six in the summer, seven to half-past seven in the winter, and they often close at six P.M.

"But in piecework, in which something like seven-eighths are employed, children often go even earlier, to light the fire, and very often stay later.

"These long periods of working, often in a heated atmosphere, produce a thirst and weariness which lead to drunkenness and smoking; and the working late at night is often to make up for an idle Monday, and perhaps for half of Tuesday. Also under stress for the execution of orders, work is carried on very late. All these plans fall heavily on the children, as all parts must be executed alike. We are working between manufacturers and men to amend these plans of working for all concerned, but progress is slow.

"A smallness of limb and likelihood of early death likewise arise; and the only remedy is a legal prohibition of labour before a certain age, or of more than half-time labour between that age and another.

"Mr. Minton told me that he should prefer alternate days, half the children working one day and half another.

"My eldest pupil-teacher has just gone to Dukinfield, near Stockport, and he says that the restrictions of no labour till nine, and half-time between nine and thirteen, work well.

"There can be no difficulty in the Potteries which was not equally supposed to exist in the cotton and lace districts and others before the laws enforced these restrictions on juvenile labour.

"Yours, &c.
(Signed) "Charles Herbert."

"P.S.—The average age of boys in the first classes of the best schools in this neighbourhood is about 9·3. Most of the children at work are engaged and paid by adult workers, and have nothing to do with the masters.

"I know one factory, in which the proposed rules are carried out; but a law for all is wanted."

I need hardly say that the leading manufacturers are fully alive to the evil, and are most anxious that it should be remedied. The great difficulty lies, I am informed, in the fact that these children are employed by the journeymen, and the masters have little or no power of interference.

That there is a growing desire for social progress and for intellectual improvement in the Potteries is proved not only by the results of our prize-scheme, but also most strikingly by the success which has attended the School of Chemistry which was established at Stoke-upon-Trent last year.

The organization of this school was described in my special report of last year. It was opened in October, being among the first, if not the first, School of Applied Science opened under the auspices of the Board of Trade in England. It is already self-supporting, and the classes are numerously attended.

The following was the prospectus issued in October 1855:—

Stoke School of Science.—The committee of the Stoke School of Science has much pleasure in announcing that the school will open on Tuesday next, October 9th, at half-past seven P.M., when a course of instruction in chemistry will be commenced by Mr. Thomas Leech, late student of the Government School of Mines, Jermyn Street, London.

"The plan which the committee has adopted for the present is as follows:

"The evenings of Tuesday and Thursday throughout the year, (with the exception of short vacations at Christmas and Midsummer) will be devoted to instruction in chemistry, and such other branches of science, a knowledge of whose principles may be brought to bear upon the manufacturing and mining operations of the district; viz., mineralogy, geology, mechanics, &c.

"The instruction will be conveyed by means of lectures and practical demonstrations laboratory practice, and frequent examinations.

"In the chemical course about to be commenced,—the general principles of chemical philosophy—nomenclature,—symbols—affinity—laws of combination—atomic theory

—will be considered with reference to their theoretical interest and practical applications. The arts and manufactures dependent on chemical principles will be considered minutely, viz.; manufacture of sulphuric, hydrochloric, and nitric acids—acidimetry:—soda, potash, alkalimetry: saltpetre, gunpowder, percussion caps, matches; borax, boracic acid, alum; pottery, glass; dyeing, bleaching: fuel, metallurgy.—The aim of the promoters of the school being to give as much as possible a practical direction to the studies, without losing sight of such subjects as have a general or scientific interest.

"The fee for attendance is 2*l.* per annum; the mode of payment being optional, upon the understanding that the student attend for at least one whole year.

"It is intended to open the laboratory during the day, to such gentlemen as may wish to devote one or more days, or parts of days, to the study of analytical chemistry.

"A museum and library will shortly be established in connexion with the school.

"It is hoped that the inhabitants of this district will aid in promoting the objects of the school, the advantages to be derived from which are sufficiently apparent.

"For further information, application may be made to the Secretary, or to Mr. T. Leech.

(Signed) "S. R. Scoltock, Secretary.

"*Laboratory, Town Hall, Stoke,*
5 Oct. 1855."

It is my hope, before the conclusion of another year, to see at least one other school of applied science opened in my district.

J. P. N.

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